

Teacher Quality Enhancement Grants

**A Guide to States and Partnerships
for the Preparation
Of
Applications for:**

Teacher Recruitment Grants

**Teacher Quality Enhancement Grants Program
Title II, Higher Education Act
(CFDA No. 84.336C)**

**Form Approved:
OMB No. 1840-0767: Exp. Date 06/30/2005**

Closing Date: July 25, 2002

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June, 2002

Dear Teacher Recruitment Applicant:

Thank you for your interest in the Teacher Quality Enhancement Grant Programs administered by the U. S. Department of Education, Office of Postsecondary Education, Office for Policy, Planning, and Innovation. These grant opportunities come at a time when it is more important than ever before that we focus on the quality of our Nation's teaching force. Many of America's communities face daunting challenges as they seek to provide all children with a high-quality education that will prepare them for the 21st century. The new grant programs offer an opportunity to meet these challenges by helping to ensure that no child is left behind for want of an opportunity to learn from caring, well-prepared teachers.

The three Teacher Quality Enhancement Grant Programs authorized by Title II of the Higher Education Amendments of 1998 – State Grants, Partnership Grants for Improving Teacher Education, and Teacher Recruitment Grants – seek to make lasting changes in the ways we recruit, prepare, license, and support teachers. Specifically, the Teacher Recruitment grant is designed to enable States and partnerships to:

- Award scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
- Provide support services (i.e., mentoring cohorts, resource centers, etc.) if needed to enable scholarship recipients to complete postsecondary education programs; **and**
- Provide followup services (e.g., mentoring, testing/licensing assistance, and employment counseling) to former scholarship recipients during their first three years of teaching; **or**
- Develop and implement effective mechanisms to ensure that high need local educational agencies are able to effectively recruit highly qualified teachers.

Both partnerships and States are eligible to apply for grants under the Program, and awards may be made for up to three years.

This application package is designed for use by both partnerships and States to apply for Fiscal Year (FY) 2002 Teacher Recruitment grants (CFDA No. 84.336C). Application information, instructions, and forms can be found within this booklet. In addition, the program is participating in the Department's expanded pilot project for the electronic

submission of applications, and all information, instructions and forms may be found online at <http://e-grants.ed.gov>. Thus, you may submit your application in either electronic or paper format, and we encourage your participation in the growing e-application process.

The Teacher Quality Enhancement Grants Program has been allocated approximately \$8.9 million for the Teacher Recruitment Grant Program in FY 2002. The Department estimates that it will make 24 Teacher Recruitment Grant awards ranging from \$190,000 to \$465,000 per year. The average award is expected to be \$372,000 per year.

Since the Title II statute specifically states that eligible States and partnerships “may receive a grant...only once” under this program, the Department strongly encourages applicants who have not previously received Teacher Recruitment funding to participate in this competition. It is our hope that States, institutions of higher education and school districts who have not previously benefited from this initiative, will create partnerships and design programs that will result in the recruitment and preparation of dedicated teachers for those high-need districts that are confronting the most pressing shortages.

The closing date for Teacher Recruitment Grant applications will be **July 25, 2002**. The Department requires submission of an original and two copies of an application. However, to save the Department time copying application packages—a process that may unnecessarily delay the review process—we encourage you to submit an original and three copies. Upon receipt of your application, the Department’s Application Control Center will assign it an application identification number, which will be returned to you via a notification of receipt. Please refer to this number in any further correspondence concerning your application.

The Department will announce Teacher Recruitment Grant awards by September 30. For further information concerning this program or the application process, please use our web site at <http://www.ed.gov/offices/OPE/heatqp/index.html>. If you have a specific question, please contact our program office at:

Telephone: 202/502/7878
E-mail: teacherquality@ed.gov

Again, thank you for your interest and for your commitment to improving the quality of teaching in America.

Sincerely,

Suzanne Ulmer, Director
Teacher Quality, Child Care and
Disabilities Programs

Teacher Quality Enhancement Program Intent to Submit Application

Type of Grant: Teacher Recruitment

The Department will use an outside peer review process to evaluate applications for its Teacher Quality Enhancement Grant Programs and to identify applications to be recommended for award. The quality of that process will depend, in part, on the Department's ability to secure an appropriate number of reviewers, accommodations for them, and space in which they will work. The Department's ability to do this will depend, in turn, upon advance knowledge of the approximate number of applications it will receive.

For this reason, if your State or partnership intends to apply for funding under the Teacher Recruitment Grant Program, we ask that you provide the Department with the following information:

Name of (Primary) Applicant Institution: _____

Contact Name, Title, and Office: _____

Address: _____

City, State, Zip Code: _____

Telephone: _____

Fax: _____

E-mail: _____

Please return this form on or before July 1, 2002 to:

Brenda Shade
Teacher Quality Grant Programs
U.S. Department of Education
1990 K Street, N.W.
Room 6148
Washington, DC 20006-8525
Fax: 202/502-7699
E-mail: teacherquality@ed.gov.

The Department will use this information for planning purposes only. It will not be used in the review of your application. If you inform the Department of your intent to apply but subsequently decide not to do so, please notify the Department accordingly.

THE CHALLENGE

Teaching is the essential profession, the one that makes all other professions possible. Although higher standards for student performance, improved curricula and assessments, and safe schools have a vital place on the Nation's school reform agenda, without well-prepared, caring, and committed teachers, not even the highest standards in the world will ensure that our children are prepared for the challenges and opportunities of the 21st century.

Accordingly, more than ever before in our history, what teachers know and are able to do is of critical importance. Yet we face numerous challenges to ensure a high quality teaching force throughout our nation. The increasing enrollments and accelerating teacher retirements that are expected in the coming years will lead to unprecedented hiring demands in the profession. America's schools will need to hire 2.2 million teachers over the next decade, more than half of whom will be first-time teachers. As classrooms grow more challenging and diverse, these teachers will need to be well prepared to teach all students to the highest standards. Schools in high-poverty areas have a particularly pressing need for greater numbers of well-prepared teachers.

Despite this recognized need, new teachers often begin their teaching careers with too little academic background in the subjects they will teach, limited technological skills, and an insufficient amount of school-based teaching experience prior to graduation and licensure. Furthermore, they generally have minimal support in their first few years of teaching from veteran teachers, school administrators, and the teacher preparation schools from which they graduated.

Contemporary classrooms and social conditions confront teachers with a range of complex challenges previously unknown in the profession. New education goals and tougher standards, more rigorous assessments, site-based management, greater interest in parental involvement, the continuing importance of safety and discipline, and expanded use of technology increase the knowledge and skills that teaching demands. These challenges are often made more difficult by little to no collaboration between teacher preparation institutions, their colleges of arts and sciences, and the school districts they serve.

State licensure and certification systems often compound these problems. Some are built upon low expectations, limited accountability, and a lack of system-wide responsibility for the quality of teacher

preparation, or for the results of existing licensure and certification policies. Consequently, States quite frequently do little to ensure that new teachers are well prepared to help all children succeed.

Although issues such as these can be daunting, they provide an opportunity for making dramatic improvements in the ways we recruit, prepare, license, and provide on-going support for teachers. It has been nearly 30 years since the Federal government last made a major investment in teacher recruitment and preparation. The three Teacher Quality Enhancement Grant Programs in Title II of the Higher Education Act give us another historic chance to effect positive change in the quality of teaching in America.

FACING THE CHALLENGE: TEACHER QUALITY ENHANCEMENT GRANT PROGRAMS

Each of the three Teacher Quality Enhancement Grant programs brings a unique approach to improving teacher education throughout our Nation.

This application is for **Teacher Recruitment Grants**, which seek to assist in reforms at the state and higher education levels by:

- being vital catalysts that stimulate successful efforts to recruit highly competent teachers who agree to work in high need local educational agencies (LEAs);
- supporting the efforts of the States and partnerships to reduce the shortages of *qualified* teachers so that all students, especially those in *high-need* school districts, have the teachers necessary to ensure that they can achieve to challenging content and performance standards; and
- offering alternative routes into teaching by those coming to the profession from other careers or educational backgrounds and resulting in high quality teachers entering the classroom from these nontraditional backgrounds.

Another Teacher Quality Enhancement Grants Program supports **State Grants**, which seek to promote statewide teacher education reform activities through the linkage of K-12 and higher education institutions in areas such as:

- teacher licensing and certification;
- state and higher education accountability for high quality teacher preparation;
- improved content knowledge for subject area preparation;
- improved teaching skills;
- infusion of technology into curriculum and teaching;
- enhanced school-based clinical experiences;
- extended mentoring of new teachers;
- teacher recruitment for high-need schools;
- meaningful accountability for teacher performance; and
- high quality professional development opportunities for new and existing teachers.

The third Teacher Quality Enhancement Grants Program supports **Partnership Grants for Improving Teacher Education**, which seek to promote reforms in teacher preparation by:

- strengthening the vital role of K-12 educators in the design and implementation of effective teacher education programs;
- increasing collaboration among the administrators and faculty of higher education institutions' schools of arts and sciences and education;
- developing programs that involve university- and partnership-wide commitment to improving K-12 student learning and achievement;

- producing teachers with a greater command of academic subjects, and the skills to teach them;
- immersing student teachers in intensive clinical experiences, preparing them to work with diverse student populations;
- providing induction period support and professional development opportunities.

TEACHER RECRUITMENT GRANTS PROGRAM

A PROGRAM OVERVIEW

The Teacher Recruitment Grants program will afford an opportunity for States and partnerships receiving grants to address the challenge of America's teacher shortage by making significant and lasting systemic changes to the ways that teachers are recruited, prepared and supported to teach in high-need schools. The Department of Education's goal is that these systemic changes lead to important improvements to the supply of well-trained and highly qualified teachers. In order to meet the Title II challenge effectively, States and partnerships will want to focus on several key elements as they design their projects.

First, States and partnerships would identify, with strong input from the LEAs, the critical needs of the participating high-need LEAs for recruiting and preparing highly competent teachers, and provide specific details about the high-need districts that will be served. These details should include such information as teacher turnover rates; shortages in specific disciplines and geographic areas; mismatches between student demographic distribution and demographics of the teaching force in a school, district or State; and numbers of teachers with emergency certificates or who teach out of field.

Applicants should also be aware of the following guidelines:

- The LEAs should be in the same geographic area or the same State as the partner higher education institutions, and there should be evidence of real partnerships between the organizations involved in the proposed project: between the higher education institutions and the schools, or between State higher education and education systems.
- There should be evidence of the LEA commitment to hire qualified scholarship recipients. The proposal should document the need for teachers in shortage areas in the participating districts, and explain why project activities are expected to **increase** the number of students at participating institutions preparing to teach in high-need school districts.
- A description of how teacher recruitment activities will enhance or supplement any existing efforts the applicant has in place to recruit competent teachers to teach and remain in high need LEAs and schools should be included.

- If applicable to the project design, the proposal should also discuss commitments by partner school districts, and school districts participating in a State project, to hire qualified scholarship recipients for positions at their high-need schools.

The Secretary is particularly interested in receiving applications from States and partnerships that focus their efforts on recruiting members of minority or historically disadvantaged groups to become teachers in high-need LEAs and schools. His interest in applications that present this focus is due to the growing gap between the diversity of the student population and the composition of the teaching force.

High quality proposals are also expected to provide **specific details** about how they will build capacity to achieve lasting changes.

Second, States and partnerships are expected to identify pools of potential teachers who can meet the LEAs' needs. Examples of successful efforts will include projects that focus on: the recruitment of teachers from minority or other disadvantaged backgrounds, paraprofessionals, second-career professionals, Peace Corps volunteers, and/or retired military personnel, and teachers hired under emergency certifications or currently teaching without full certification.

Third, new teachers should be recruited from these pools through organized, well-designed outreach efforts. The proposal should describe recruitment and outreach efforts that will be used to publicize the availability of scholarships and other assistance that enable students to enroll in and complete the program. These efforts should demonstrate the use of promising existing strategies or new strategies for teacher recruitment and should include the publicizing of Teacher Recruitment scholarships and other assistance that enable students to enroll in and complete the program. These scholarships can be flexible for full- or part-time students. They can be funded through Title II or through one or more of the partners, and should be targeted to traditionally underserved populations.

Because the availability of scholarship assistance will be a very useful tool in attracting well-qualified individuals to become teachers in these high-need schools, the Secretary is particularly interested in receiving proposals that would provide scholarship support for prospective teachers.

Recruitment efforts should also publicize the program's academic and student support services such as mentoring, tutoring, quality faculty advising, cohort groups, work-study or summer internships, and other needed services. The proposal should discuss the criteria to be used in selecting the students, including how the partnership or State will determine whether individuals have the capacity to benefit from the program, complete teacher certification requirements, and become

effective teachers. Strong proposals will offer evidence of commitment to disseminate effective teacher recruitment practices to others and to provide technical assistance to other educational entities.

Fourth, States and partnerships are expected to design high-quality teacher preparation and induction programs that set high standards for teaching and reflect the best research and practice known across the country. The proposal submitted to the Title II program should explain how the applicant will ensure that students enrolled in teacher preparation programs, whether receiving scholarships or not, will receive high-quality instruction in participating teacher preparation programs. These programs should include improved subject matter content knowledge and teaching skills so that teachers are well prepared to teach the subjects they will be hired to teach. Such preparation will require collaboration on the college campus between the school of arts and science and the school of education. The project should also address technology in the training of teachers to enable them to integrate technology into curriculum and instruction, as this is so essential to meeting the needs and demands of the 21st century.

Given the rapidly changing demographics of our country and the belief that all children can achieve to high State and local content and performance standards, funded projects are expected to prepare teachers to work with diverse student populations. Furthermore, strong teacher preparation programs will immerse student teachers in intensive, well-designed and extensive clinical experiences so that the issues and challenges of effective teaching are not surprises to them when they enter the profession as new teachers.

Teacher Recruitment projects must provide carefully structured supportive experiences for new teachers once they enter the classroom. Proposals should be specific in describing how the project will facilitate the successful transition of the students from their teacher preparation experience into the experience of teaching in high-need schools. Examples of allowable activities include induction period support mentoring, organized professional development activities, program “guarantees” of graduate readiness, university faculty working in the schools with new teachers, and customized assistance to help new teachers overcome challenges.

These activities, among others, should all be used as tools to produce effective, successful teachers who can meet the needs of every student, and thus improve student achievement in the K-12 schools. Projects that propose to develop and implement alternative routes into teaching by those coming to the profession from other careers or educational backgrounds must address the issues outlined above to ensure that high quality teachers are produced by alternative route programs.

And fifth, the Department of Education seeks to fund projects that have credible institutionalization plans so that when Title II funding phases out, the work we have helped to start will continue and will be sustained. Project activities are expected to *improve the capacity of the participating LEA(s) to hire and retain qualified teachers.* Strong proposals will demonstrate sustainability by describing in clear terms the steps that States or partnerships will take to continue to fund project activities past the end of the grant period. Such proposals will identify ongoing funding sources that are specifically committed to the project after the grant period, or they will discuss specific steps that will be taken to seek these funds. It should be quite clear to reviewers that there will be successive cohorts of prospective teachers recruited into the program during and after the grant period, and that each cohort will be provided with the same high quality program and support services. The applicant's matching share will be a strong indicator of the program's commitment to successfully implement the project, and to continue proposed activities after federal funding ends.

In designing projects, States and partnerships are encouraged to develop innovative, high-quality routes to teaching and to coordinate their activities with State governors, boards of education, higher education, including community colleges and professional standards boards, State education and higher education agencies and institutions of higher education. All projects should have an effective, inclusive, and responsive governance and decision-making structure that will permit all members of the project, including K-12 teachers and administrators, to plan, implement, and assess the adequacy of projects activities. Projects should also draw upon a wide array of community resources. Examples of these resources include, but are not limited to, teacher organizations, businesses and community groups in order to enhance project success.

Finally, States and partnerships should provide a management plan that includes a carefully designed set of project goals and objectives that can be achieved within the proposed budget, as well as clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Applicants should describe the evaluative procedures that would ensure feedback and continuous improvements in the operations of the proposed project. It will also be necessary to show that the budget costs are justifiable, allowable and reasonable in relation to the design and potential significance of the program activities.

Title II Statute Requirements

In addition to the five key elements mentioned above that States and partnerships should address in designing their applications for Teacher Recruitment programs, Title II also sets out specific principles that each project is required to consider when developing its proposal. The key elements discussed above are drawn from the statute and from the experience of soliciting and selecting awardees in the first round of the

Title II Teacher Recruitment Grant competition. The statute specifically states that any State or partnership that receives a Teacher Recruitment Grant must contain descriptions of the following:

1. How the partnership or State, and any others with whom they will carry out grant activities, have determined the most critical teaching needs of the participating high-need LEA(s).
2. What activities will be carried out to meet these critical needs.

When addressing the project activities that must be implemented by law, every State or partnership that receives a Teacher Recruitment grant must either provide the three items in (A-C) or ensure that they meet the requirements of (D).

- ***A.*** Provide scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

(Note: Where States or partnerships provide scholarship assistance, they determine the funding level and number of scholarships according to project goals and student needs. Moreover, program regulations require that students receiving scholarships under the program must teach in a high-need school of a high-need LEA for a period of time equivalent to the period for which they received aid. Regulations governing Title II scholarships may be found in this application under “Additional Reference Information.”

- ***B.*** Provide support services (which may include academic advice and counseling, tutorial services, mentoring, child care, and transportation) that scholarship recipients need to complete postsecondary education programs; and
- ***C.*** Provide follow-up services to former scholarship recipients during their first three years of teaching.

or

- ***D.*** Develop and implement effective mechanisms with the high-need LEAs that participate in the project to ensure that those districts and their high-need schools are able effectively to recruit highly qualified teachers. (For example, grant recipients could provide funds to high-need LEAs for the costs of “release time” needed for paraprofessional staff to participate in teacher preparation programs.)
3. Which institutions, organizations, and LEAs will be responsible for implementing these grant-supported and other project activities;

4. How the applicant and participating school districts meet the definitions of eligible States and eligible partnerships. (These eligibility requirements can be found in the next section of this application); and
5. The plan for institutionalizing grant activities once Federal funding ceases.

- **As the law requires that every funded application must include this information, we urge you to identify in a table of contents where you have addressed these items in your application.**

Eligibility Requirements for Teacher Recruitment Applicants

1. Who may apply?

Either *eligible* States or *eligible* partnerships may apply for Teacher Recruitment Grants. Past recipients of State grants and Partnership grants are eligible to apply for the Teacher Recruitment grant. **Past recipients of Teacher Recruitment grants are not eligible for this competition, since section 205(a)(2) of the HEA states: “An eligible State and an eligible partnership may receive a grant under each of sections 202, 203, and 204 only once.”**

However, an applicant could reasonably interpret the statute to allow one or more of the entities in an existing partnership to join with new entities to form a new partnership that would constitute a new “eligible recipient,” assuming that the new partnership will also implement a significantly changed project. For example, an applicant could reasonably interpret the statute to allow a large urban LEA that previously has been a partner in a funded project to join with other entities in a new partnership and apply for funds to operate a project in a different high-need area of the city.

2. What is an eligible State?

- a) According to section 103(16) of the HEA which defines the term “State,” any of the following entities may apply for a Teacher Recruitment Grant: the several States of the United States, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands, and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau).
- b) A State that applies for a Teacher Recruitment grant must design a project around assisting one or more participating “high-need LEAs” to address its teacher shortage. (The definition of a high-need LEA can be found in item number six below.)

3. What is an eligible partnership?

An “eligible partnership” includes, at **a minimum:**

- A “partner institution”
- A school of arts and sciences; and
- A high-need local educational agency

The definition for each of these can be found below.

Because many entities contribute to the success of teacher education programs, partnerships may also include other school districts and postsecondary institutions (including community colleges), Governors, State boards of education, State educational agencies and agencies for higher education, public or private nonprofit educational organizations, pre-kindergarten programs, public or private elementary or secondary schools, public charter schools, teacher organizations, and businesses.

4. What is a Partner Institution?

A **Partner Institution** is a private, independent or State-supported public institution of higher education whose teacher preparation program **either** meets one of the requirements under (A) below, or meets all of the requirements in (B).

- (A) Produces graduates who exhibit strong performance on State determined qualifying assessments for new teachers **either** by–

Demonstrating that 80% or more of the program graduates who intend to enter teaching have passed all applicable State qualifying assessments for new teachers (including an assessment of each prospective teacher’s subject matter knowledge in the content area(s) in which the teacher intends to teach);

or by

Ranking among the highest-performing teacher preparation programs in the State, as determined by the State using criteria consistent with the State report card (see section 207(b));

or

- (B) Requires all students in the program to participate in intensive clinical experiences, to meet high academic standards, **and** --
- (1) In the case of secondary school candidates, to complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high-level of performance in relevant content areas; **and**
 - (2) In the case of elementary school candidates, to complete an academic major in the arts and sciences or to demonstrate competence through a high-level of performance in core academic subject areas.

5. What is a School of Arts and Sciences?

A **School of Arts and Sciences** is an academic unit of an institution of higher education that offers one or more academic majors in disciplines

or content areas corresponding to the academic subject areas in which teachers provide instruction. This definition applies regardless of how the institution refers to the unit or whether, as in the case of some liberal arts colleges, the institution comprises a single unit. For some colleges and universities, a college of liberal arts and sciences does not exist at the same institution as the College of Education. In these cases, the Department will accept a partnership between the College of Education and a College of Arts and Sciences that are not parts of the same institution. Universities that prepare teachers only at the graduate level are eligible if one or more partners does meet this arts and sciences definition.

6. What is a High-Need Local Educational Agency (LEA)?

A **high-need LEA** is a public school district that meets **one or more** of the following criteria:

A. It has at least one school in which 50 percent or more of the enrolled students are eligible for **free or reduced lunch subsidies**.

B. It has at least one school in which:

- More than 34 percent of academic classroom teachers overall at the secondary level (across all academic subjects) do not have a major, minor, or significant course work in their main assignment field, **or**
- More than 34 percent of the main assignment faculty in two of the academic departments do not have a major, minor, or significant course work in their main assignment field.

Important Definitions:

“Main assignment field” means the academic field in which teachers have the largest percentage of their classes.

“Significant course work” means four or more college- or graduate-level courses in the content area.

C. It has at least one elementary or secondary school whose teacher attrition rate has been 15 percent or more over the last three school years

APPLICATION SELECTION CRITERIA FOR TEACHER RECRUITMENT GRANTS

Peer reviewers will recommend for award those applications that demonstrate the greatest potential for recruiting and preparing high quality teachers to teach in high-need LEAs. In determining which applications to recommend for funding, reviewers will assign each application up to 100 points using the following Selection Criteria. The applicant should prepare the narrative to respond to these Criteria in the order in which they are listed.

- | | |
|--|--------------------------|
| 1. <i>Quality of Project Design</i> | <i>(40 total points)</i> |
| 2. <i>Significance of Project Activities</i> | <i>(30 total points)</i> |
| 3. <i>Quality of Resources</i> | <i>(15 total points)</i> |
| 4. <i>Quality of Management Plan</i> | <i>(15 total points)</i> |
| <i>Preference for Empowerment Zones</i> | <i>(tie breaker)</i> |
-

THE SELECTION CRITERIA IN DETAIL:

1. QUALITY OF PROJECT DESIGN 40 total points

The Secretary considers the quality of the project design for ensuring that activities to recruit and prepare new teachers are a central mission of the project. In considering the quality of the project design for ensuring that activities to recruit and prepare new teachers are a central mission of the project, the Secretary considers the extent to which the project design--

A. Shows evidence of institutional or State-level (in the case of State applicants) commitment to the recruitment of additional new teachers and high quality teacher preparation that includes significant policy and practice changes supported by key leaders, and which result in permanent changes to current institutional practices.

10 points

B. Creates and sustains collaborative mechanisms to integrate professional teaching skills, including skills in the use of technology in the classroom, with academic content provided by the school of arts and sciences.

6 points

C. Includes well-designed academic and student support services as well as carefully planned and extensive preservice clinical experiences for students, including mentoring and other forms of support, that are implemented through collaboration between the K-12 and higher education partners.

6 points

D. Includes establishment of a well-planned, systematic induction program for new teachers that increases their chances of being successful in high-need schools.

6 points

E. Includes strong linkages among the partner institutions of higher education and high-need schools and school districts (or, in the case of a State applicant, between the State and these entities in its project), so that all those who would implement the project have important roles in project design, implementation, governance, and evaluation.

4 points

F. Responds to the shortages of well-qualified and well-trained teachers in high-need school districts, especially from disadvantaged and other underrepresented backgrounds.

4 points

G. Is based on up-to-date knowledge from research and effective practice.

4 points

2. SIGNIFICANCE OF PROJECT ACTIVITIES

30 total points

The Secretary considers the significance of the project. In determining the significance of the project, the Secretary considers the extent to which—

A. The proposed project involves promising new strategies or exceptional approaches in the way new teachers are recruited, prepared and inducted into the teaching profession.

6 points

B. Project outcomes include measurable improvements in teacher quality and in the number of well prepared new teachers, that are likely to result in better K-12 student achievement.

6 points

C. The project will be institutionalized after federal funding ends, including recruitment, scholarship assistance, preparation and support of additional cohorts of new teachers.

10 points

D. The project will disseminate effective practices to others and provide technical assistance about ways to improve teacher recruitment and preparation.

4 points

E. The project will integrate its activities with other education reform activities underway in the State or communities where the project is based, and will coordinate its work with local, State or federal teacher recruitment, training or professional development programs.

4 points

3. QUALITY OF RESOURCES

15 total points

The Secretary considers the quality of the project's resources. In determining the quality of the project's resources, the Secretary considers the extent to which--

A. The amount of support available to the project, including personnel, equipment, supplies, student scholarship assistance and other resources, is sufficient to ensure a successful project.

5 points

B. Budgeted costs are reasonable and justified in relation to the design, outcomes and potential significance of the project.

5 points

C. The applicant's matching share of budgeted costs demonstrates a significant commitment to successful completion of the project and to project continuation after federal funding ends.

5 points

4. QUALITY OF MANAGEMENT PLAN

15 total points

The Secretary considers the quality of the project's management plan. In determining the quality of the management plan, the Secretary considers the following factors:

A. The extent to which the management plan, including the work plan, is designed to achieve goals and objectives of the project, and includes clearly defined activities, responsibilities, timelines, milestones and measurable outcomes for accomplishing project tasks.

8 points

B. The extent to which the project has an effective, inclusive, and responsive governance and decision-making structure that will permit all partners to participate in and benefit from project activities, and to use evaluation results continuously to improve project operations.

4 points

C. The qualifications, including training and experience, of key personnel charged with implementing the project successfully.

3 points

Preference for Empowerment Zones
and Enterprise Communities

(tie breaker)

In the event that the peer reviewers' use of the above Selection Criteria results in an equal ranking among two or more applicants **for the last available award**, the Department will select the applicant whose activities will focus (or have the most impact) on LEAs and schools located in one or more of the Nation's Empowerment Zones and Enterprise Communities. Therefore, applicants that propose specific activities to benefit LEAs and schools in these designated areas should identify this fact in the appendices to their applications.

Other Vital Program Information

1. Requirements to be the lead applicant:

A State

A Teacher Recruitment application that is submitted by a State must come from the Governor or from that individual, entity, or agency that is designated by the State constitution or by law to be responsible for teacher certification and preparation activity. If there is more than one individual or entity responsible for these two activities, the proposal must be submitted jointly by the individuals or entities. In these cases, however, the Governor's support may be pivotal to assuring the necessary leadership for the reform efforts. When the Governor is not the lead applicant, it is the applicant's responsibility to provide the information that clearly states who is the lawfully designated individual, entity or agency responsible for these areas. See Section 202(b) and (d) of the HEA.

A Partnership

A partnership that submits a Teacher Recruitment grant application must comprise, at a minimum, at least the following: a partner institution having a teacher preparation program, a school of arts and sciences and a high-need LEA. The lead applicant is required to provide information documenting how the partnership meets the eligibility requirements. (State and Partnership Eligibility Certification forms may be found in "Instructions and Forms" in the Appendices.)

2. Participation in more than one HEA Title II grant or proposal:

Applicants must inform the Department of any Teacher Quality HEA Title II grant in which they are currently participating as a partner as well as any application in which they propose to participate as a partner. Title II is requiring this information for the following reasons:

- Teacher Quality expects that an applicant who is a partner member in more than one proposal may not have the capacity to successfully complete the project outcomes set forth in each proposal.
- Successful completion of project goals is an important component of the selection criteria. Therefore, readers may question the feasibility of an applicant's involvement in more than one proposal and could find none of the applications involving the same partner strong enough to recommend for funding.

Applicants need to make certain that all partners are capable of fulfilling their responsibilities and commitments to the partnership. This needs to be clearly defined for the reviewers.

Please complete the “Partner Participation in Teacher Quality Title II (HEA) Applications” form, which is located in the Instructions and Forms section of the appendices. This form must be submitted with the application.

3. Maximum project period and amount of funding for which States and partnerships may apply:

State or Partnership

Both States and partnerships applying for a Teacher Recruitment grant may propose activities for a project period of up to three years. The Department anticipates that for the Fiscal Year (FY) 2002 competition, approximately \$8.9 million will be available for Teacher Recruitment Grant awards and that the maximum amount available for any single award will be \$465,000 per year. The Department also anticipates that it will award 24 Teacher Recruitment Program grants, in amounts ranging from \$190,000 to \$465,000. The average award is estimated at \$372,000 per year.

One Time Award: By law (Section 205(a)(2) of the HEA), States and partnerships may receive only one three-year Teacher Recruitment grant award.

4. Teacher Recruitment Program matching requirements:

A State

By law (section 205(c)(1) of the HEA), any State receiving a Teacher Recruitment Grant must provide, from non-Federal sources, an amount equal to 50% for each year of the grant award to carry out project activities.

A Partnership

Any partnership receiving a grant award must contribute, from non-Federal sources, an amount that is at least 25% of the award for the first year; 35% for the second year; and 50% for the third year to carry out project activities. This contribution may be in cash or in kind.

Information that explains how the State or partnership will meet these matching requirements must be included in the budgetary information that applicants must provide with their applications.

Note: *Applicants who propose a match that exceeds the minimum percentage requirements described above will be required to meet that higher percentage match for each year in which it is proposed. If a funded applicant is unable to meet the higher cost share in any year of the*

project, the Department may reduce the award to a level where the proposed cost share percentage is satisfied.

5. Requirements to describe annual project activities:

State or Partnership

When considering the Teacher Recruitment Selection Criteria, section 75.112 of the Education Department's General Administrative Regulations (EDGAR) requires States and partnerships to include both the time period for each year of the project and, "a project narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project" (emphasis added). This timeline, which is only one aspect of the work plan, must be included in the appendix of the proposal. It should be in chart form, and it is still subject to the 12-point font-type and double-space guidelines of the full proposal.

6. Administrative cost percentage requirements for Teacher Recruitment Grant applicants:

State or Partnership

Section 205(d) of the HEA limits the amount of grant funds that a State or partnership receiving any Teacher Quality Enhancement Program grant award may use to administer the grant to two percent of the award. Moreover, this two-percent limitation applies to the total of funds charged for administration, whether as direct or indirect costs. Each grantee determines what are "administrative costs" consistent with its own system of fiscal record keeping.

7. The effect of the two percent administrative cost requirement on the costs of data collection and preparation of public reporting and evaluations:

State or Partnership

The two percent administrative cost cap does not include the costs of data collection and preparation of public reporting and evaluation. The costs for reporting and evaluation can come out of the 98 percent of funds reserved for program activities, rather than out of the 2 percent of the grant award that is reserved for administrative activities. Where these responsibilities are imposed by either the HEA or EDGAR, these reports and evaluations are not considered "administrative" activities.

8. The allowable indirect cost rate for the Teacher Recruitment Grant Program:

State or Partnership

Consistent with CFR 611.61, the indirect cost rate for a Teacher Recruitment Grant recipient is limited to eight percent or the amount permitted by its negotiated indirect cost rate agreement, *whichever is*

less. Recipients should include an estimate of the annual amount of indirect costs to be charged to grant funds on the multiyear budget forms they submit as part of their applications. Unrecovered indirect costs **cannot** be used to match grant funds.

9. Funding projects at different states of development, what is allowable:

State or Partnership

The Department anticipates funding Teacher Recruitment Program projects at different stages of development. Some projects may be completely new, with States or partnerships in need of start-up costs in the first year and more substantial support in subsequent years. Other projects may reflect a continuation of activities, with expanded or enhanced goals and activities that fit well with Title II program objectives. To accommodate this range of projects, the Department expects that some projects will request funding that increases over time, from start-up expenses in the first year to a higher level of support in the following years. At the same time, the Department expects that proposals reflecting more mature projects might request substantial funding in the first year with a gradual decrease in later years as the State or partnership institutionalizes its activities and resource base.

10. Promoting awareness of project success:

State or Partnership:

Both States and partnerships should budget for two, three-day meetings per year with the Department.

The Secretary expects that all those awarded grants will maintain a sustained and substantive dialogue with the Department, interested organizations across the education spectrum, and the public about the progress they are making. Therefore, along with other means of maintaining dialogue, the Department asks all recipients of Teacher Recruitment grant awards to plan and budget for annual meetings with Department staff and other grantees to discuss the progress of their projects.

11. Requests for funding in the second and third years of grant recipients' projects, and the information recipients will need to provide the Department to be eligible for subsequent year funding:

State or Partnership

Sections 75.112 and 75.117 of EDGAR contain certain general requirements for all applications to the Department for multiyear awards, including those that may be submitted under the Teacher Quality grant programs. In particular, applicants should note that section 75.112(b) requires the project application to include a narrative that describes how and when, in each budget period of the project, the applicant plans to

meet each project objective. In addition, section 75.117(b) requires submission of a budget narrative and form.

Sections 75.118 and 75.253 of EDGAR contain requirements for receipt of a continuation award. Among other things, these provisions state that, to receive an award for a succeeding year of the project, a recipient must submit an adequate report on project performance to date. This performance report contains performance and financial expenditure information that enables the Secretary to determine whether the State or partnership is making substantial progress toward meeting the year-to-year objectives contained in its approved application.

Those receiving Teacher Quality grants will receive more information on the desired content and submission dates of these performance reports.

Note to State applicants:

Section 206(c)(2) of the HEA provides that a State Program grantee's failure to make substantial progress in meeting its purposes, goals, objectives, and measures may result in discontinuation of its grant after the second year. Nonetheless, the annual performance report must be submitted (and must include data relating to the project's purposes, goals, objectives, and measures) prior to the Department's making a second year continuation award.

12. Regulations for administering scholarships supported by Teacher Quality Enhancement Grants:

"Teach or Pay" Rule: On January 12, 2000, the Department of Education issued regulations that apply to all scholarship recipients under the Teacher Quality Enhancement Grants Program. (See 34 CFR sections 611.41-611.52.) The regulations require scholarship recipients to repay scholarships provided with federal program funds if they do not teach in a high-need school in a high-need local educational agency for the period of time for which they received scholarship assistance.

The regulations also spell out the grantee's responsibilities in the administration of these scholarships. They are included under "Additional Reference Information."

APPENDICES

Instructions And Forms

TEACHER RECRUITMENT GRANTS PROGRAM APPLICATION PROCEDURES

Application Deadline and Procedures

The deadline for submission of applications for the **Teacher Recruitment Program** is **July 25, 2002**. All applications must be postmarked, electronically submitted, or hand-delivered on or before the deadline date. This closing date and the following procedures for guaranteeing timely submission will be strictly observed.

The Department requires applicants to submit one original signed and two copies of the application. However, because three reviewers will read each application, we encourage you to submit an original and three copies.

Applicants will submit an application narrative to the equivalent of no more than 50 pages. Place the name of the applicant at the top or bottom of each page of the narrative. Each page should be numbered consecutively with the first page of the narrative listed as page 1.

Applicants must also submit a budget narrative, work plan, and evaluation plan to the equivalent of no more than 10 pages, 10 pages, and 5 pages respectively.

For the application narrative, budget narrative, work plan, and the evaluation plan, the following standards apply:

- A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text, including titles, headings, quotations, references, and captions.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- For tables, charts or graphs, also use a font that is either 12 point or larger or no smaller than 10 pitch.

Your application should not include enclosures other than those listed on the "Teacher Recruitment Applicant's Final Checklist" in the back of this application package. Proposal readers will be instructed to base their ratings only on the information contained in up to the equivalent of each of the following: 50 pages of narrative, the budget, 10 pages of budget narrative, 10 pages of the work plan, 5 pages of the evaluation plan, and other limited materials listed in the application checklist. Readers will not evaluate any of the specified sections of your application

that exceed the page limit if you apply these standards or exceed the equivalent of the page limit if you apply other standards.

INSTRUCTIONS FOR TRANSMITTAL OF APPLICATIONS

Note: Some of the procedures in these instructions for transmitting applications differ from those in the Education Department General Administrative Regulations (EDGAR) (34 CFR 75.102). Under the Administrative Procedure Act (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed regulations. However, these amendments make procedural changes only and do not establish new substantive policy. Therefore, under 5 U.S.C. 553(b)(A), the Secretary has determined that proposed rulemaking is not required.

Pilot Project for Electronic Submission of Applications

The U.S. Department of Education is expanding its pilot project of electronic submission of applications to include certain formula grant programs, as well as additional discretionary grant competitions. The Teacher Recruitment Program, CFDA No. 84.336C, is one of the programs included in the pilot project. If you are an applicant under the Teacher Recruitment Program, you may submit your application to us in either electronic or paper format.

The pilot project involves the use of the Electronic Grant Application System (e-APPLICATION, formerly e-GAPS) portion of the Grant Administration and Payment System (GAPS). We request your participation in this pilot project. We shall continue to evaluate its success and solicit suggestions for improvement.

If you participate in this e-APPLICATION pilot, please note the following:

- Your participation is voluntary.
- You will not receive any additional point value or penalty because you submit a grant application in electronic or paper format.
- You can submit all documents electronically, including the Application for Federal Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- Fax a signed copy of the Application for Federal Assistance (ED 424) after following these steps:
 1. Print the ED 424 from the e-APPLICATION system.
 2. Make sure that the institution's Authorizing Representative signs this form.
 3. Before faxing this form, submit your electronic application via the e-APPLICATION system. You will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).

4. Place the PR/Award number in the upper right hand corner of ED 424.
 5. Fax the ED 424 to the Application Control Center within three working days of submitting your electronic application. We will indicate a fax number in e-APPLICATION at the time of your submission.
- We may request that you give us original signatures on all other forms at a later date.
 - You may access the electronic grant application for the Teacher Recruitment Program at:
<http://e-grants.ed.gov>

Applications Sent by Mail

Applications should be mailed on or before the deadline date to the:

U.S. Department of Education
Application Control Center -- Room 3633
Teacher Quality Enhancement Grants
Attention: CFDA 84.336C
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4725
Telephone: (202) 708-9493

Applications must show one of the following as proof of mailing:

1. A legibly dated U.S. Postal Service Postmark;
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
3. A dated shipping label, invoice, or receipt from a commercial carrier;
or
4. Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

1. A private metered postmark; or
2. A mail receipt that is not dated by the U.S. Postal Service.

Applicants are encouraged to use registered mail or at least first class mail. In addition, an applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Each late applicant will be notified that its application will not be considered.

Applications Delivered by Hand

Hand-delivered applications must be received by 4:30 p.m. on or before the deadline date to the:

U.S. Department of Education
Application Control Center
Teacher Quality Enhancement Grants
Attn: CFDA 84.336C
Room 3633
Regional Office Building No. 3
7th and D Streets SW
Washington, D.C. 20202-4725
Telephone: (202) 708-9493

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

NOTE: Applicants are encouraged (but not required) to send applications by means of private courier services.

Applications Submitted Electronically

If you submit your application electronically, you must submit it through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the deadline date.

The regular hours of operation of the e-Grants Web site are 6:00 a.m. until 12:00 midnight (Washington, DC time) Monday - Friday and 6:00 a.m. until 7:00 p.m. Saturdays. The system is unavailable on the second Saturday of every month, Sundays, and Federal holidays. Please note that on Wednesdays the Web site is closed for maintenance at 7:00 p.m. (Washington, DC time).

DUNS NUMBER INSTRUCTIONS

You will need to provide your D-U-N-S (Data Universal Numbering System) number on ED Form 424 as part of your application package. If your organization does not have a D-U-N-S number, you may obtain one at no charge by contacting Dun & Bradstreet at 1-800-333-0505 to request a D-U-N-S Number Request Form. Forms are also available on their website at:

<http://www.dnb.com>

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S Numbers to over 43 million organizations worldwide.

Insert ED 424 and the Instructions

Partner Participation in Teacher Quality Title II (HEA) Applications

Applicants must inform the Department of all Teacher Quality Title II (HEA) grants in which they are currently participating, or any proposed applications for funding in which they agreed to participate, as a partner. Therefore, we ask that each applicant complete the form and submit it with the application.

A. Please state the name(s) of any **currently funded (FY 1999 or FY 2000) Title II grant(s) in which you are a partnership member.**

1. Project Title _____
PR Award # _____
Name of the Lead Organization (fiscal agent) _____

Number of Partnership Members _____ IHEs _____ LEAs _____
Businesses _____ Additional Partners _____
Total Award Amount \$ _____

2. Project Title _____
PR Award # _____
Name of the Lead Organization (fiscal agent) _____

Number of Partnership Members _____ IHEs _____ LEAs _____
Businesses _____ Additional Partners _____
Total Award Amount \$ _____

3. Project Title _____
PR Award # _____
Name of the Lead Organization (fiscal agent) _____

Number of Partnership Members _____ IHEs _____ LEAs _____
Businesses _____ Additional Partners _____
Total Award Amount \$ _____

B. Please state the name(s) of any other proposed Title II grant application(s) for this year (FY 2002) in which you have committed to be a participating partner.

1. Project Title _____
Name of the Lead Organization (fiscal agent) _____

Number of Partnership Members ____ IHEs ____ LEAs ____
Businesses _____ Additional Partners _____
Total Request \$ _____

2. Project Title _____
Name of the Lead Organization (fiscal agent) _____

Number of Partnership Members ____ IHEs ____ LEAs ____
Businesses _____ Additional Partners _____
Total Request \$ _____

3. Project Title _____
Name of the Lead Organization (fiscal agent) _____

Number of Partnership Members ____ IHEs ____ LEAs ____
Businesses _____ Additional Partners _____
Total Request \$ _____

INSTRUCTIONS FOR PREPARING PROJECT WORK PLANS

The Teacher Recruitment proposal should include a work plan in the appendix that outlines objectives, activities, benchmarks, responsible parties, time lines, outcomes, and measures.

The work plan must be limited to the equivalent of no more than 10 pages in length and double-spaced, and all information—including tables—must be presented in a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

Activities should include specific steps to develop and implement a strong project. Details should also be provided regarding which partner will be responsible for which activities. Outcomes should be specific and measurable.

Proposals should provide clear descriptions of these items so that reviewers can easily determine what activities will take place, the evidence that will show whether the project has met its objectives successfully, and by when each key objective will be achieved. There should be no doubt about where the project is going, how it will get there, and what will be done along the way to achieve project objectives. Vague descriptions or general statements without details may be an indication that the project will have difficulty producing tangible, important accomplishments during the funding period. Proposals that include clear objectives, benchmarks, responsible parties, time lines, measures, and outcomes are more likely to be successful.

The Teacher Quality Enhancement Program defines an outcome as something important that occurs as a result of the work that takes place. Outcomes should be more than process-type activities or events. They should be the result of a set of project activities and project expenditures, which means that the work plan and the budget are tools used to produce a set of important outcomes. In addition, each outcome must be measurable in one or more ways, so the proposal should describe what evidence will be used to determine and measure success.

The number of objectives in each work plan should be tied to the number of project goals. Every activity and benchmark does not need its own outcome, but each project objective should have an outcome.

For Teacher Recruitment proposals, for example, outcomes should include, but are not limited to: the number of students recruited and retained; the knowledge levels and teaching skills of the preservice students; and how many teachers are hired and retained by the high-need local school district partner(s).

The key outcome for the Title II program itself is production of well-qualified and successful new teachers equipped with the knowledge and skills to improve K-12 student achievement in the United States. Funded projects must have measurable outcomes compatible with this overall program outcome. Items such as number of courses redesigned are benchmarks on the way to this outcome. Items such as meetings, conferences, etc., are not outcomes and are not even benchmarks, they are activities toward meeting a benchmark such as redesigning the math curriculum or toward reaching an outcome like graduating new math teachers fully prepared to be successful.

In every case of an outcome, the proposal should describe what evidence will be used to measure progress or success.

Note: The Department may require that successful applicants develop a workplan and provide it to the program office for approval at the start of each project year.

DEFINITIONS:

Objective—A specific aim, the achievement of which contributes to the attainment of the program's goal. Examples include: to assure that low-income students are aware of financial aid programs for which they are eligible.

Activities—The work performed by the applicant that directly produces the core products and services. Examples include: training given, counseling provided, conferences held, reports published, class hours conducted.

Benchmarks—Comparative standards for evaluating accomplishments against known exemplars of excellence. A benchmark is a targeted goal that is beyond current capabilities, but for which the applicant is striving. Examples include: all participants will have received a minimum of four academic advising contacts per semester, increase in internship opportunities for student teachers.

Timeline—The dates when benchmarks will be accomplished. For example: March 2003.

Responsible Party—The entity responsible for accomplishing the benchmark. For example: Project Director, Arts & Sciences faculty, LEA Liaison.

Outcomes—Outcomes are accomplishments of program objectives attributable to program outputs. Both intermediate and long-term

outcomes can be identified, measured and evaluated. Intermediate outcomes are useful to assess early results when key goals will not be achieved for several years. The outcome should answer the following questions: What will the impact be? What will happen that can be measured? Examples of outcomes include: academic performance improvement, students accepted at the next level of education, (as an outcome of the previous level), graduates certified as teachers, job performance or employer satisfaction.

Note: Sometimes, outputs are mistaken for outcomes. In order to draw a distinction between the two, outputs are defined as follows:

Outputs—The direct results of program activities. Outputs are useful in defining what a program produces, but an output is not an outcome. Outputs are limited because they do not indicate whether program or project goals have been accomplished, and they do not provide information on the quality and efficiency of the service provided. Examples include: the number of courses redesigned, targeted students completing training, students applying to next level of education.

FURTHER EXAMPLES OF POSSIBLE OUTCOMES:

- Producing teachers with stronger content knowledge in the subject they teach.
- New teachers with strong teaching skills.
- Producing teachers able to use technology effectively in curriculum and instructional practices.
- Reduced teacher turnover or improved retention of new teachers.

Outcome Measures—An assessment of the results, effects or impact of a program activity compared to its intended purpose. Measures are characteristics or metrics that can be used to assess performance aspects of a program or project. Outcome measures address the results achieved by an organization and the extent to which objectives have been achieved. Program managers, policy makers and customers are interested in outcome measures because they are indicative of the success of an organization or a program in meeting the needs of customers. Examples include: results of a test that measures skills and knowledge, grade point average, number of teachers placed successfully, percentage of new teachers retained.

Below is an example format of how to organize and display the information in your work plan. The objective in this example was chosen only to illustrate the presentation format. Applicants may use this format, or one of their own design, but please note that these are the kinds of details and measurable outcomes that peer readers and the Program Office expect to see:

EXAMPLE OF WORK PLAN FORMAT:

Objective: Teachers and students will become more computer literate.

Activities	Benchmarks	Timeline	Responsible Party
Buying new computers for each classroom.	Teacher and student computer ratios school wide will be 4:1 and 6:1.	November 2002	Head of Audio-Visual Services
Computer classes for teachers.	50% of teachers will have had technology training.	February 2003	Vice Principal
Teachers will redesign curricula to include technology lessons.	All trained teachers will have at least 25 percent of lessons incorporating technology.	April 2003	Classroom teachers
Students will actively use computers for projects and assignments.	All students will use computers at school at least 4 hours per week.	March 2003	Classroom teachers

Outcome: After Year 1, at least 75% of teachers and students will display at least an intermediate level of computer literacy.

Measure: Student and teacher results from a skills test requiring performance of various tasks on a computer.

BUDGET INFORMATION: HOW TO COMPLETE THE BUDGET PORTION OF YOUR GRANT APPLICATION

In order to be considered for federal funding each applicant must provide the following:

- ED Form 524 Section A
- ED Form 524 Section B
- A descriptive budget narrative explaining the requested federal amounts for individual cost categories (double-spaced, 12 point font).
- A descriptive budget narrative outlining cash and/or in-kind match contributions for individual cost categories (double-spaced, 12 point font).

ED FORM 524

ED Form 524 Section A is used to apply to individual U.S. Department of Education discretionary grant programs. All applicants must complete Section A.

ED Form 524 Section B is used to show matching funds from other non-Federal resources or their in-kind equivalent to the project. All applicants must complete Section B.

INSTRUCTIONS TO COMPLETE ED FORM 524

Name: Enter the Name of the organization or institution in the blank space provided.

Personnel (line 1): Enter project personnel salaries and wages only. Fee and expenses for consultants should be included on line 6. ***Note:*** Administrative costs should not exceed two percent of the total cost of the project.

Fringe Benefits (line 2): The institutions normal fringe benefit contribution may be charged to the program. If the benefits exceed twenty-eight percent (28%), an explanation and justification must be provided. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

Travel (line 3): Indicate the travel costs of employees and participants only. Travel of consultants, trainees, etc. should be included on line 6. ***Note:*** Include travel funds for two project staff personnel to attend two (3 day) conferences in Washington DC.

Equipment (line 4): Indicate the cost of non-expendable personal property, which has a usefulness of greater than one year and acquisition cost of \$5,000 or more per unit. Lower limits may be established to maintain consistency with the applicant's policy.

Supplies (line 5): Show all tangible personal property except that which is included on line 4.

Contractual (line 6): Include consultant travel costs and fees.

Construction (line 7): Not applicable

Other (line 8): Indicate all direct costs not covered on lines 1-6. Examples are equipment rental, required fees, communication costs, utilities, or printing costs.

Total Direct Costs (line 9): The sum of lines 1-8.

Indirect Costs (line 10): Indirect costs are limited to eight percent (8%) of the total direct cost base (line 9).

Training Stipends (line 11): Indicate the level of awards given to participants either in the form of stipends (non-repayable) or in the form of scholarships (repayable).

Total Cost (line 12): This should equal the sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled *Project Year 1 (a)*, should also be equal to item 14a on the application face sheet (ED Form 424).

DETAILED BUDGET NARRATIVE

Each applicant must provide a budget narrative for requested federal funds and match contributions **for each program year**. You must limit your budget narrative to the equivalent of no more than 10 double-spaced pages, using a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

The budget narrative for requested federal funds should provide the justification of how money requested per budget category is intended to be spent.

A narrative must also be provided to describe cash or in-kind match contributions per budget category. The narrative must be more than a spreadsheet. It must explain the source and expected use of federal and matching funds by budget category.

The budget narrative provides an opportunity for the applicant to identify the proposed expenditure and the amount of the proposed expenditure. There should be enough detail to enable proposal readers and project staff to understand what funds will be used for, how much will be expended, the source of funds to be expended, and the relationship between expended funds and project activities and outcomes. Applicants' narratives should contain the following information:

Personnel

- Provide the title of each position.
- Provide the salary for each position.
- Provide the amount of time each person will devote to the project.
- Explain the importance of each position to the success of the project.

Fringe Benefits

- Give the fringe benefit percentages of all personnel in the project.

Travel

- Provide the name of the personnel position(s) who will be traveling.
- Explain the purpose of the travel and how it relates to project success.
- Identify the travel destination.
- Give the individual costs related to the travel (per diem, hotel, airfare, ground transportation, mileage).

Equipment

- Identify each type of equipment.
- Provide the cost per equipment item.
- Explain the purpose of the equipment, and how it relates to project success.

Supplies

- Identify the type of supplies by general category (e.g. office supplies, instructional booklets, etc.).
- Provide the purpose for the purchasing of the supplies.

Contractual

- Identify the name(s) of the contracting party.
- Provide the cost per contractor(s).
- Provide the amount of time that the project will be working with the contractor(s).
- Provide the purpose and relation to project success.

Construction

No costs allowed.

Other Direct Costs

- Identify each type of cost in the *Other* category (e.g. communications, printing, postage, equipment rental).
- Provide the cost per item (printing=\$500, postage=\$750).
- Provide the purpose for the expenditures and relation to project success.

Total Direct Costs

The amount that is the sum of expenditures per lines 1-8 budget categories.

Indirect Costs

No more than 8% of the total direct cost amount.

Training Stipends (Scholarships)

- Identify the person(s) who will benefit from a scholarship/stipend.
- Provide the purpose of the stipend/scholarship award.
- Identify the cost per scholarship/stipend.
- Explain the importance of the scholarship/stipend to the success of the project.

Matching Funds Budget Narrative

The same detailed information must be provided for your project's cash and/or in kind contributions. The level of match your project must provide is outlined below

Grant Type/Applicant	Year One	Year Two	Year Three
Teacher Recruitment -- States	50% match	50% match	50% match
Teacher Recruitment -- Partnerships	25% match	35% match	50% match

An applicant can provide more than the minimum match required by the law; however, if an applicant exceeds the minimum match percent and is awarded federal funds, the applicant will be required to match federal funds awarded by the original match percentage.

INSERT 524 AND ACCOMPANYING
PAPERWORK BURDEN AND INSTRUCTION SHEETS

STATE APPLICANTS
U.S Department of Education
Teacher Recruitment Grants
Eligibility Certification

1. STATE APPLICANT(S): Check *ONE OR MORE* of the following

___ Office of Governor _____, State of _____

___ Individual, entity, or agency designated by law to be responsible for teacher preparation and certification for the State of _____.
Please state the individual, entity, or agency's name:

2. REQUIRED ACTIVITIES: Applicants must implement all required activities under "A" or activities that they identify under "B". Please check to indicate which activities will be provided.

___ **A. Project activities will:**

- Provide scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
- Provide services (which may include academic advice and counseling, tutorial services, mentoring, child care and transportation) that scholarship recipients need to complete postsecondary education programs; and
- Provide follow-up services provided to former scholarship recipients during their first three years of teaching.

OR

___ **B. Project activities will:**

- Develop and implement effective mechanisms with the high-need LEAs that participate in the project to ensure that those districts and their high-need schools are able to effectively recruit highly qualified teachers. These mechanisms include:

Please be sure to indicate whether scholarship assistance is to be offered: _____ **yes** _____

NOTE: Where partnerships or States provide scholarship assistance, they determine the funding level and number of scholarships according to project goals and student needs. (For purposes of eligibility for Federal financial assistance, this scholarship assistance must be taken into account along with other assistance provided under the HEA.)

3. CERTIFICATION:

I attest that the above eligibility criteria have been met by our State and we will provide, upon request, further documentation to support this.

(Signature)

(Date)

PARTNERSHIP APPLICANTS
U.S. Department of Education
Partnership Grants
Eligibility Certification

1. APPLICANT ELIGIBILITY REQUIREMENTS:

A. Partner Institution with Teacher Training Program:

- I. Please list the name and address of your eligible partner institution. If there is more than one Teacher Training Program in the partnership that meets the eligibility requirements, please choose one to list here:

- II. In order to be eligible to receive this grant, the above listed Partner Institution must meet the following standards. Please check **ONE OR MORE** of the following:

____ Produces graduates who exhibit strong performance on State-determined qualifying assessments for new teachers by—

Demonstrating that 80% or more of the program graduates who intend to enter teaching have passed all applicable State qualifying assessments for new teachers (including an assessment of each prospective teacher's subject matter knowledge in the content area(s) in which the teacher intends to teach)

____ Produces graduates who exhibit strong performance on State-determined qualifying assessments for new teachers by—

Ranking among the highest-performing teacher preparation programs in the State, as determined by the State using criteria consistent with the State report card (see section 207(b)), and using the State report card on teacher preparation after its first publication and for every year thereafter.

____ Requires all students in the program to participate in intensive clinical experience, to meet high academic standards,

AND

____ In the case of secondary school candidates, to complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high-level of performance in relevant content areas,

AND

____ In the case of elementary school candidates, to complete an academic major in the arts and sciences or to demonstrate competence through a high-level of performance in core academic subject areas.

III. Below, please indicate what evidence you can provide on request to document your eligibility in this area:

B. School of Arts and Sciences:

The partner School of Arts and Sciences should be located at the above named Partner Institution listed under Item 1.A.I. (above). In the event that a School or College of Arts and Sciences does not exist at the above-named institution, please list the partner school's name and address below. Your application should provide sufficient information in the narrative to allow program staff and peer reviewers to determine that a collaborative relationship exists between the School or College of Arts and Sciences and the School or College of Education, and goes beyond the involvement of a limited number of individual faculty members.

C. High Need Local Educational Agency (an eligible partnership must include a minimum of one high need LEA):

I. Please list the name and address of your eligible high need local educational agency. If there is more than one High Need Local Educational Agency in the partnership that meets the eligibility requirements, please choose one to list here:

- II. In order to be eligible to receive this grant, the above listed high need Local Educational Agency (LEA) must meet the following standards. Please check **ONE OR MORE** of the following:

____ The LEA has at least one school in which more than 34 percent of academic classroom teachers at the secondary level (across all academic subjects) do not have a major, minor, or significant course work (four or more college- or graduate-level courses in the content area) in their main assignment field.

____ The LEA has at least one school in which more than 34 percent of the faculty assigned to teach in any two academic departments do not have a major, minor, or significant work in their main assignment field (the academic field in which teachers have the largest percentage of their classes).

____ *The LEA has at least one elementary or secondary school whose teacher attrition rate has been 15 percent or more over the last three school years.*

- III. Below, please indicate what evidence you can provide to document your eligibility in this area:

2. **REQUIRED ACTIVITIES:** Applicants must implement all required activities under “A” or activities that they identify under “B”. Please check to indicate which activities will be provided.

____ **A. Project activities will:**

- **Provide scholarships** to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
- **Provide support services** (which may include academic advice and counseling, tutorial services, mentoring, child care, and transportation) that scholarship recipients need to complete postsecondary education programs; and
- **Provide follow-up services** to former scholarship recipients during their first three years of teaching

Or

_____ **B. Project activities will:**

- **Develop and implement effective mechanisms with the high-need LEAs** that participate in the project to ensure that those districts and their high-need schools are able effectively to recruit highly qualified teachers. (E.g., Grant recipients could provide funds to high-need LEAs for the costs of “release time” needed for paraprofessional staff to participate in teacher preparation programs.)

Please be sure to indicate whether scholarship assistance is to be offered: _____ **yes** _____ **no**

NOTE: Where partnerships or States provide scholarship assistance, they determine the funding level and number of scholarships according to project goals and student needs. (For purposes of eligibility for Federal financial assistance, this scholarship assistance must be taken into account along with other assistance provided under the HEA.)

3. CERTIFICATION:

I attest that the above eligibility criteria have been met by our partnership and will provide, upon request, further documentation to support this.

(Signature)

(Date)

**APPLICATION CHECKLIST
FOR
TEACHER RECRUITMENT GRANTS**

The Application (in this order):

Part I: Preliminary documents and the Narrative

- ☐ Application for Federal Assistance ED Form 424 (Face Sheet)
- ☐ Eligibility Checklist
- ☐ If applicable, a list of all cooperating entities for the project, contact persons, postal mail and email addresses, telephone and fax numbers
- ☐ Partner Participation in Teacher Quality (Title II HEA) Applications
- ☐ Title Page
- ☐ Table of Contents
- ☐ Assurances
 - Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters: and Drug-Free Workplace Requirements
 - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
 - Non-Construction Programs
 - Guidance on Section 427 of GEPA for new discretionary grant Awards
- ☐ Abstract (1 page only, not numbered, double-spaced)
- ☐ Program Narrative (the equivalent of no more than 50 double-spaced pages, 12 point font)

Part II: The Budget

- ☐ ED Budget Form 524 Section A (federal funds requested)
- ☐ ED Budget Form 524 Section B (matching funds provided)
- ☐ Detailed Line Item Budget
- ☐ Budget Narrative (detailed explanation and justification of costs in narrative form - this is in addition to the above required budget information - the equivalent of no more than 10 double-spaced pages, 12 point font)

Part III: The Appendices

- ☐ Work Plan that includes Project Objectives, Activities, Benchmarks, Timelines, Responsible Parties, Outcomes and Measures (the equivalent of no more than 10 double-spaced pages, 12 point font)

- ☐ Evaluation Plan (the equivalent of no more than 5 double-spaced pages, 12 point font)
- ☐ Job Descriptions of Key Personnel (if available, also include names and resumes)
- ☐ Letters of Support from the State governor and, if applicable, the State-governing agency and/or cooperative entities.
- ☐ Identifying material for cooperating LEAs and schools located in Empowerment Zones and Enterprise Communities.

Please check to make sure you have done the following:

- ☐ The Application for Federal Assistance ED Form 424 has been signed and dated by an **authorized** official and the signed original has been included with your submission.
- ☐ The budget amounts on ED Form 424, items 13(a-g) are for Year 1 only.
- ☐ You have included the original and three copies of the application, appendices, and forms.

**Assurances:
Required to
Receive Federal
Funding**

INSERT ASSURANCES

GUIDANCE ON SECTION 427 OF GEPA

The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Provisions Act (GEPA) that will apply to applicants for new grant awards under Department programs. This provision is section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new discretionary grant awards under the Teacher Quality Enhancement Grants program. All applicants must include information in their applications to address this new provision in order to receive funding.

What Does This Provision Require?

Section 427 requires that each institution applying for funds to include in its application a description of the steps the applicant proposes to take to ensure, for students, teachers, and other beneficiaries with special needs, equitable access to and participation in its Federally-assisted program.

This Section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

How Might an Applicant Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project servicing, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement *

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington, DC 20202-4651.

* This burden statement applies only to GEPA section and not to the application.

Additional Reference Information

SUPPLEMENTAL INFORMATION

Who should be contacted for further information?

If you have specific questions, and would like to speak with program staff, you may contact us at:

Teacher Quality Enhancement Grant Programs
U.S. Department of Education
Office of Postsecondary Education
Telephone: 202/502/7878
Fax: 202/502/7699
Email: teacherquality@ed.gov

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8:00a.m. and 8:00 p.m., East Coast Time, Monday through Friday.

Where should I look for information about other funding opportunities from the Department of Education?

Information about the Department's funding opportunities, including copies of the notice inviting applications for other discretionary grant competitions, can be viewed on the Department's home page at:
<http://www.ed.gov/topics/topics.jsp?&top=Grants+%26+Contracts>

[Federal Register: January 12, 2000 (Volume 65, Number 8)]
[Rules and Regulations]
[Page 1780-1787]
From the Federal Register Online via GPO Access [wais.access.gpo.gov]
[DOCID:fr12ja00-15]

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DEPARTMENT OF EDUCATION

34 CFR Part 611

RIN 1840-AC65

Teacher Quality Enhancement Grants Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Final regulations.

SUMMARY: The Assistant Secretary for Postsecondary Education issues regulations to implement a requirement of section 204(e) of the Higher Education Act (HEA), as amended by the Higher Education Amendments of 1998. Section 204(e) requires that students in teacher preparation programs funded under the Teacher Recruitment Program must repay scholarships provided with program funds if they do not teach in high-need local educational agencies for the period of time for which they receive scholarship assistance. These regulations also would apply to any scholarships awarded to students in teacher preparation programs funded under the State and Partnership Programs authorized in sections 202 and 203 of the HEA.

DATES: These regulations are effective January 12, 2000.

FOR FURTHER INFORMATION CONTACT: Dr. Louis Venuto, Higher Education Programs, Office of Postsecondary Education, Office of Policy, Planning, and Innovation, 1990 K Street, NW., Washington, DC 20006-8525; Telephone: (202) 502-7763. Inquiries also may be sent by e-mail to: Louis_Venuto@ed.gov or by FAX to: (202) 502-7699. If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotope, or computer diskette) on request to the contact person listed in the preceding paragraph.

SUPPLEMENTARY INFORMATION:

Background

On October 8, 1998, the President signed into law the Higher Education Amendments of 1998 (Pub. L. 105-244). Title II of this law

addresses the Nation's need to ensure that new teachers enter the classroom prepared to teach all students to high standards by authorizing, as Title II of the Higher Education Act (HEA), Teacher Quality Enhancement Grants for States and Partnerships.

The new Teacher Quality Enhancement Grants Program consists of three different competitive grant programs. Together, the State Grants Program, the Partnership Grants for Improving Teacher Preparation Program, and the Teacher Recruitment Program, these programs are designed to increase student achievement by supporting comprehensive approaches to improving teacher quality.

One key aspect of the Teacher Recruitment Grants Program is the availability of scholarships to students who are enrolled in teacher preparation programs at the grantee institutions of higher education (IHEs) (or at IHEs working with State Teacher Recruitment Program grantees), and who agree to teach in high-need school districts. As provided in section 204(e) of the HEA, in exchange for scholarship support recipients must agree to incur a contractual obligation, under terms the Department establishes, to teach in high-need LEAs for a period equivalent to the period for which they receive the scholarship.

On November 5, 1999, the Secretary published a notice of proposed rulemaking (NPRM) for this part in the Federal Register (64 FR 60632). In the preamble to the NPRM, the Secretary discussed on pages 60632 through 60638 the proposed terms and conditions of this contractual agreement. The major issues addressed by the NPRM included--

- <bullet> Whether all with Teacher Recruitment Program scholarship recipients should have to meet their service obligations by teaching in high-need schools of high-need LEAs;

- <bullet> The definition of a ``high-need LEA'' and a ``high-need school'' in which scholarship recipients would need to teach in order to avoid responsibility for repaying their scholarships;

- <bullet> How, in order to retain the financial assistance as a scholarship, the Department will calculate the period of time in which the scholarship recipient must teach in a high-need school of a high-need LEA;

- <bullet> Conditions under which the Department may defer a scholarship recipient's service obligation;

- <bullet> The amount of the scholarship recipient's indebtedness to the Federal government for failure to meet the service obligation, terms of repayment, and any limited circumstances under which the Department would discharge this indebtedness;

- <bullet> The content of the scholarship agreement that the scholarship recipient would execute;

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- <bullet> The respective responsibilities of the scholarship recipient, teacher preparation program in which the recipient is enrolled, and the LEA in which he or she is later employed, to provide periodically to the Department basic employment and other information on the recipient until the Department has determined that the recipient has fulfilled the service obligation or has repaid the scholarship, interest, and any costs of collection; and

- <bullet> Whether the rules governing the receipt of scholarships provided under the Teacher Recruitment Program should also apply to the receipt of scholarships that grantees provide under the State and Partnership Programs.

In response to public comment received on the NPRM, these final

regulations have been renumbered to enhance clarity. They also contain three changes to the proposed regulations announced in the NPRM. These regulations now--

(1) Clarify that a middle or secondary school may be considered ``high need'' if it either has at least 50 percent of its enrolled students eligible for free and reduced lunch subsidies, or is otherwise eligible to operate as a schoolwide program under Title I of the Elementary and Secondary Education Act (ESEA) (Sec. 611.1);

(2) Require program grantees offering teacher recruitment scholarships, in collaboration with the high-need LEA(s) participating in their projects, to ensure that scholarship recipients are placed, to the extent possible, in the highest-need schools of those LEAs (Sec. 611.52(c)); and

(3) Provide two ways in which a scholarship recipient may meet his or her responsibility to ensure that the Department has timely information confirming that the recipient is meeting the service obligation. The first, as proposed in the NPRM, is by having the LEA in which he or she teaches submit the needed employment information to the Department in the time periods the regulation specifies. The second is by submitting to the Department, within the required time periods, a notarized statement that the recipient has asked the LEA to provide this information to the Department along with a copy of the information the LEA has been asked to provide. Where a scholarship recipient chooses the second option, the Department's determination that he or she is meeting the service obligation is only provisional; the recipient maintains a responsibility to work to have the LEA submit the needed information as soon as possible (Secs. 611.46(a) and 611.47(a)).

Corresponding changes also have been made to the proposed terms and conditions of the scholarship agreement and LEA reporting form, which were included in the November 5, 1999 notice as Appendices A and B to the NPRM, respectively. In all other respects, these regulations are the same as those published in the NPRM.

Analysis of Comments and Changes

In response to the Assistant Secretary's invitation in the NPRM, we received eight comments. An analysis of these comments and of the changes in the regulations since publication of the NPRM is published in an appendix at the end of these final regulations. Generally, we do not address technical and other minor changes--and suggested changes the law does not authorize the Secretary to make.

Goals 2000: Educate America Act

The Goals 2000: Educate America Act (Goals 2000) focuses the Nation's education reform efforts on the eight National Education Goals and provides a framework for meeting them. Goals 2000 promotes new partnerships to strengthen schools and expands the Department's capacities for helping communities to exchange ideas and obtain information needed to achieve the goals.

These proposed regulations would address the National Education Goal that the Nation's teaching force will have the content knowledge and teaching skills needed to instruct all American students for the next century.

Paperwork Reduction Act of 1995

The Paperwork Reduction Act of 1995 does not require you to respond to a collection of information unless it displays a valid OMB control number. We display the valid OMB control numbers assigned to the collections of information in these final regulations at the end of the affected sections of the regulations.

Intergovernmental Review

This program is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. The objective of the Executive order is to foster an intergovernmental partnership and a strengthened federalism by relying on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

In accordance with the order, we intend this document to provide early notification of specific plans and actions for this program.

Assessment of Educational Impact

In the NPRM we requested comments on whether the proposed regulations would require transmission of information that any other agency or authority of the United States gathers or makes available.

Based on the response to the NPRM and on our review, we have determined that these final regulations do not require transmission of information that any other agency or authority of the United States gathers or makes available.

Waiver of Delayed Effective Date

5 U.S.C. 553(d) provides that the effective date of regulations generally must be at least 30 days after their publication in the Federal Register, but permits the Secretary to establish an earlier effective date for good cause found and published with the regulations. The Secretary makes these regulations effective as of the date of publication because program grantees need them immediately in order to award scholarships with grant funds for the academic term beginning January 2000.

Electronic Access to This Document

You may review this document, as well as all other Department of Education documents published in the Federal Register, in text or portable document format (PDF) on the World Wide Web at either of the following sites: <http://ocfo.ed.gov/fedreg.htm>, <http://www.ed.gov/news.html>. To use the PDF you must have the Adobe Acrobat Reader Program with Search, which is available free at either of these sites. If you have questions about using the PDF, call the U.S. Government Printing Office at (202) 512-1530 or, toll free, at 1-888-293-6498.

Note: The official version of the document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

<http://www.access.gpo.gov/nara/index.html>

(Catalog of Federal Domestic Assistance Number 84.336: Teacher

Quality Enhancement Grants Program)

List of Subjects in 34 CFR part 611

Colleges and universities, Elementary and secondary education,
Grant programs--education.

[[Page 1782]]

Dated: January 6, 2000.

A. Lee Fritschler,
Assistant Secretary for Postsecondary Education.

For the reasons stated in the preamble, the Secretary amends
Chapter VI of title 34 of the Code of Federal Regulations by revising
part 611 to read as follows:

PART 611--TEACHER QUALITY ENHANCEMENT GRANTS PROGRAM

Subpart A--General Provisions

Sec.

611.1 What definitions apply to the Teacher Quality Enhancement
Grants Program?

Subpart B [Reserved]

Subpart C [Reserved]

Subpart D [Reserved]

Subpart E--Scholarships

611.41 Under what circumstances may an individual receive a
scholarship of program funds to attend a teacher training program?

611.42 How does the Secretary calculate the period of the
scholarship recipient's service obligation?

611.43 What are the consequences of a scholarship recipient's
failure to meet the service obligation?

611.44 Under what circumstances may the Secretary defer a
scholarship recipient's service obligation?

611.45 Under what circumstances does the Secretary discharge a
scholarship recipient's obligation to repay for failure to meet the
service obligation?

611.46 What are a scholarship recipient's reporting
responsibilities upon graduation from the teacher preparation
program?

611.47 What are a scholarship recipient's reporting
responsibilities upon the close of the LEA's academic year?

611.48 What are a scholarship recipient's reporting
responsibilities upon failure to graduate or withdrawal of
scholarship support?

611.49 What are a grantee's responsibilities for implementing the
scholarship requirements before awarding a scholarship?

611.50 What are a grantee's reporting responsibilities?

611.51 How does a grantee ensure that a scholarship recipient understands the terms and conditions of the scholarship before the recipient leaves the teacher preparation program?

611.52 What are a grantee's programmatic responsibilities for ensuring that scholarship recipients become successful teachers in high-need schools?

Subpart F--Other Grant Conditions

611.61 What is the maximum indirect cost rate for States and local educational agencies?

Authority: 20 U.S.C. 1021 et seq. and 1024(e), unless otherwise noted.

Subpart A--General Provisions

Sec. 611.1 What definitions apply to the Teacher Quality Enhancement Grants Program?

The following definitions apply to this part:

High-need local educational agency (LEA) means an LEA that meets one of the following definitions:

(1) An LEA with at least one school--

(i) In which 50 percent or more of the enrolled students are eligible for free and reduced lunch subsidies; or

(ii) That otherwise is eligible, without receipt of a waiver, to operate as a schoolwide program under Title I of the Elementary and Secondary Education Act.

(2) An LEA that has one school where--

(i) More than 34 percent of academic classroom teachers overall (across all academic subjects) do not have a major, minor, or significant course work in their main assignment field; or

(ii) More than 34 percent of the main assignment faculty in two of the core-subject departments do not have a major, minor, or significant work in their main assigned field.

(3) An LEA that serves a school whose attrition rate among classroom teachers was 15 percent or more over the last three school years.

High-need school means an elementary, middle, or secondary school operated by a high-need LEA in which the school's students or teaching staff meet the elements in paragraphs (1), (2), or (3) of the definition of a high-need LEA.

Main assignment field means the academic field in which teachers have the largest percentage of their classes.

Significant course work means four or more college-or graduate-level courses in the content area.

(Authority: 20 U.S.C. 1024(e))

Subparts B-D [Reserved]

Subpart E--Scholarships

Sec. 611.41 Under what circumstances may an individual receive a

scholarship of program funds to attend a teacher training program?

(a) General: The service obligation. An individual, whom a grantee finds eligible to receive a scholarship funded under this part to attend a teacher preparation program, may receive the scholarship only after executing a binding agreement with the institution of higher education (IHE) offering the scholarship that, after completing the program, the individual will either--

(1) Teach in a high-need school of a high-need LEA for a period of time equivalent to the period for which the individual receives the scholarship; or

(2) Repay, as set forth in Sec. 611.43, the Teacher Quality Enhancement Grant Program funds provided as a scholarship.

(b) Content of the scholarship agreement. To implement the service-obligation requirement, the scholarship agreement must include terms, conditions, and other information consistent with Secs. 611.42-611.49 that the Secretary determines to be necessary.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.42 How does the Secretary calculate the period of the scholarship recipient's service obligation?

(a) Calculation of period of scholarship assistance.

(1) The Secretary calculates the period of time for which a student received scholarship assistance on the basis of information provided by the grantee under Sec. 611.50.

(2) The period for which the recipient received scholarship assistance is the period during which an individual enrolled in the teacher preparation program on a full-time basis, excluding the summer period, would have completed the same course of study.

(b) Calculation of period needed to teach to meet the service obligation. (1) The period of the scholarship recipient's service obligation is the period of the individual's receipt of scholarship assistance as provided in paragraph (a) of this section.

(2) The Secretary calculates the period that a scholarship recipient must teach in a high-need school of a high-need LEA in order to fulfill his or her service obligation by--

(i) Comparing the period in which the recipient received a scholarship as provided in paragraph (a) of this section with the information provided by the high-need LEA under Secs. 611.46 and 611.47 on the period the recipient has taught in one of its high-need schools; and

(ii) Adjusting the period in which the recipient has taught in a high-need school to reflect the individual's employment, if any, as a teacher on a part-time basis relative to classroom teachers the LEA employs on a full-time basis under the LEA's standard yearly contract (excluding any summer or intersession period).

(c) The Secretary adjusts the period of a scholarship recipient's service obligation as provided in paragraph (b) of this section to reflect information the

high-need LEA provides under Secs. 611.46 and 611.47 that the scholarship recipient also has taught in a high-need school in a summer or intersession period.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.43 What are the consequences of a scholarship recipient's failure to meet the service obligation?

(a) Obligation to repay: General. (1) A scholarship recipient who does not fulfill his or her service obligation must--

(i) Repay the Department the full amount of the scholarship, including the principal balance, accrued interest, and any collection costs charged under paragraphs (c) and (d) of this section; or

(ii) Be discharged of any repayment obligation as provided in Sec. 611.45.

(2) Unless the service obligation is deferred as provided in Sec. 611.44 or the repayment requirement is discharged, the obligation to repay the amount provided in paragraph (a)(1) of this section begins six months after the date the recipient--

(i) Completes the teacher training program without beginning to teach in a high-need school of a high-need LEA; or

(ii) Is no longer enrolled in the teacher training program.

(3) The Secretary determines whether a scholarship recipient has fulfilled the service obligation on the basis of information that the Department receives as provided in Secs. 611.46 and 611.47.

(b) Obligation to Repay: Partial performance of the service obligation. (1) A scholarship recipient who teaches in a high-need school of a high-need school district for less than the period of his or her service obligation must repay--

(i) The amount of the scholarship that is proportional to the unmet portion of the service obligation;

(ii) Interest that accrues on this portion of the scholarship beginning six months after the recipient's graduation from the teacher preparation program; and

(iii) Costs of collection, if any.

(2) Unless the service obligation is deferred or the repayment requirement is discharged, the obligation to repay the amount provided in paragraph (b)(1) of this section begins six months after the date the recipient is no longer employed as a teacher in a high-need school of a high-need LEA.

(c) Availability of payment schedule. (1) Upon request to the Secretary, the scholarship recipient may repay the scholarship and accrued interest according to a payment schedule that the Secretary establishes.

(2) A payment schedule must permit the full amount of the scholarship and accrued interest to be repaid within ten years. The minimum monthly payment is \$50 unless a larger monthly payment is needed to enable the full amount that is due to be paid within this timeframe.

(d) Interest. In accordance with 31 U.S.C. 3717 and 34 CFR part 30, the Secretary charges interest on the unpaid balance that the

scholarship recipient owes. (The grantee offering the scholarship must ensure that scholarship agreement the recipient executes includes the current rate of interest, as provided by the Department.) However, except as provided in Sec. 611.44(d), the Secretary does not charge interest for the period of time that precedes the date on which the scholarship recipient is required to begin repayment.

(e) Failure to meet requirements. A scholarship recipient's failure to satisfy the requirements of Secs. 611.42-611.48 in a timely manner results in the recipient being--

(1) In non-compliance with the terms of the scholarship;

(2) Liable for repayment of the scholarship and accrued interest; and

(3) Subject to collection action.

(f) Action by reason of default. The Secretary may take any action authorized by law to collect the amount of scholarship, accrued interest and collection costs, if any, on which a scholarship recipient obligated to repay under this section has defaulted. This action includes, but is not limited to, filing a lawsuit against the recipient, reporting the default to national credit bureaus, and requesting the Internal Revenue Service to offset the recipient's Federal income tax refund.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.44 Under what circumstances may the Secretary defer a scholarship recipient's service obligation?

(a) Upon written request, the Secretary may defer a service obligation for a scholarship recipient who--

(1) Has not begun teaching in a high-need school of a high-need LEA as required by Sec. 611.41(a); or

(2) Has begun teaching in a high-need school of a high-need LEA, and who requests the deferment within six months of the date he or she no longer teaches in this school.

(b) To obtain a deferment of the service obligation, the recipient must provide the Secretary satisfactory information of one or more of the following circumstances:

(1) Serious physical or mental disability that prevents or substantially impairs the scholarship recipient's employability as a teacher.

(2) The scholarship recipient's inability, despite due diligence (for reasons that may include the failure to pass a required teacher certification or licensure examination), to secure employment as a teacher in a high-need school of a high-need school LEA.

(3) Membership in the armed forces of the United States on active duty for a period not to exceed three years.

(4) Other extraordinary circumstances that the Secretary accepts.

(c) Unless the Secretary determines otherwise--

(1) A scholarship recipient must apply to renew a deferment of the service obligation on a yearly basis; and

(2) The recipient has 60 days from the end of the deferment period to begin teaching in a high-need school of a high-need LEA or become liable for repayment of the scholarship, any accrued interest, and any

costs of collection.

(d)(1) As provided in Sec. 611.43(a)(2), during periods for which the Secretary defers a scholarship recipient's service obligation, the scholarship recipient does not have an obligation to repay the scholarship. However, interest continues to accrue on the amount of the scholarship.

(2) If the scholarship recipient fulfills his or her service obligation after the end of the deferment, the Secretary waives the obligation to repay accrued interest.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.45 Under what circumstances does the Secretary discharge a scholarship recipient's obligation to repay for failure to meet the service obligation?

(a) The Secretary discharges the obligation of a scholarship recipient to repay the scholarship, interest, and any costs for failure to meet the service obligation based on information acceptable to the Secretary of--

(1) The recipient's death; or

(2) The total and permanent physical or mental disability of the recipient that prevents the individual from being employable as a classroom teacher.

(b) Upon receipt of acceptable documentation and approval of the discharge request, the Secretary returns

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to the scholarship recipient, or for a discharge based on death to the recipient's estate, those payments received after the date the eligibility requirements for discharge were met. The Secretary returns these payments whether they are received before or after the date the discharge was approved.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.46 What are a scholarship recipient's reporting responsibilities upon graduation from the teacher preparation program?

(a) Within six months of graduating from a teacher preparation program, a scholarship recipient must either--

(1) Have the LEA in which the recipient is employed as a teacher provide the Department information, which the Secretary may require, to confirm--

(i) The home address, phone number, social security number, and other identifying information about the recipient;

(ii) That he or she is teaching in a high-need school of a high-

need LEA; and

(iii) Whether the individual is teaching full- or part-time and, if part-time, the full-time equivalency of this teaching compared to the LEA's full-time teachers;

(2) Provide the Department--

(i) A notarized statement that the scholarship recipient has asked the LEA to provide the Department the information identified in paragraph (a)(1) of this section, including the name and telephone number of the LEA official to whom the request was made; and

(ii) A copy of the information identified in paragraph (a)(1) of this section that the recipient has asked the LEA to provide to the Department; or

(3) Provide the Department a current home address and telephone number, a work address and telephone number, the recipient's social security number, and one of the following:

(i) The required repayment of the scholarship.

(ii) A request that the Secretary permit the recipient to repay the scholarship and accrued interest in installments as permitted by Sec. 611.43(c).

(iii) A request that the Secretary defer the service obligation as permitted by Sec. 611.44.

(b) If the recipient provides the Department the information identified in paragraph (a)(1) of this section, the Department accepts the information provisionally, but the recipient retains responsibility for working to have the LEA submit the information.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.47 What are a scholarship recipient's reporting responsibilities upon the close of the LEA's academic year?

(a) At the close of the LEA's academic year, a scholarship recipient whose LEA reports under Sec. 611.46(a) that he or she is teaching in a high-need school of a high-need LEA must--

(1) Have the LEA provide information to the Department, as the Secretary may require, that confirms the recipient's actual employment status for the preceding period; or

(2) Provide the Department--

(i) A notarized statement that the scholarship recipient has asked the LEA to provide the Department the information identified in paragraph (a)(1) of this section, including the name and telephone number of the LEA official to whom the request was made; and

(ii) A copy of the information identified in paragraph (a)(1) of this section that the recipient has asked the LEA to provide to the Department.

(b) If the recipient provides the Department the notarized statement and accompanying information identified in paragraph (a)(2) of this section, the Department accepts the information provisionally, but the recipient retains an ongoing responsibility for working to have the LEA submit the information directly to the Department.

(c) In subsequent school years, the recipient must have the LEA continue to provide information to the Department on the recipient's employment as the Secretary may require, until the Department notifies

the recipient that the service obligation has been fulfilled. The alternative procedures in paragraph (a)(2) of this section also apply in subsequent years.

(d)(1) The Secretary provides a scholarship recipient with credit toward the service obligation for teaching in a high-need school of a high-need LEA during a summer or intersession period (for LEAs that operate year-round programs).

(2) To receive this credit, the recipient must have the LEA at the end of the summer or intersession period provide information to the Department, as the Secretary may require, that confirms that the recipient has taught during this period in a high-need school.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.48 What are a scholarship recipient's reporting responsibilities upon failure to graduate or withdrawal of scholarship support?

(a)(1) Within six months of the date the scholarship recipient is no longer enrolled in the teacher training program, or within six months of the IHE's withdrawal of scholarship support for failure to maintain good academic standing, the recipient must submit to the Department--

(i) The required repayment of the scholarship;

(ii) A request that the Secretary establish a binding schedule under which the recipient is obligated to repay the scholarship, accrued interest, and any costs of collection; or

(iii) A request that the Secretary defer the service obligation as permitted by Sec. 611.44.

(2) Upon review of the repayment or information provided under paragraph (a)(1) of this section, the Department notifies the recipient of the status of the recipient's obligations and of any schedule under which the recipient must repay the scholarship.

(b) Until the Secretary determines that the individual either has satisfied his or her service obligation or has repaid the full amount of the scholarship, accrued interest, and any costs, the recipient also remains responsible for providing the Department--

(1) The information identified in this part; and

(2) A current home address and telephone number, and a current work address and work telephone number.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.49 What are a grantee's responsibilities for implementing the scholarship requirements before awarding a scholarship?

Before awarding scholarship assistance with funds provided under this part to any student attending a teacher preparation program, a grantee must--

(a) Ensure that the student understands the terms and conditions that the Secretary has determined must be included in the scholarship agreement;

(b) Have the student and the institution awarding the scholarship execute a scholarship agreement that contains these terms and conditions; and

(c) Establish policies for--

(1) The withdrawal of scholarship support for any student who does not remain in good academic standing; and

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(2) Determining when and if re-negotiation of a student's scholarship package over an extended period of time is appropriate.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.50 What are a grantee's reporting responsibilities?

(a) Within 30 days of the beginning of the teacher preparation program's academic term or within 30 days of the execution of any scholarship agreement, whichever is later, the grantee must provide to the Department the following information:

(1) The identity of each scholarship recipient.

(2) The amount of the scholarship provided with program funds to each recipient.

(3) The full-time equivalency, over each academic year, of each recipient's enrollment in the teacher training program for which he or she receives scholarship assistance.

(4) Other information as the Secretary may require.

(b) Within 30 days of a scholarship recipient's graduation or withdrawal from the teacher preparation program, the grantee must provide to the Department the following information:

(1) The date of the recipient's graduation or withdrawal.

(2) The total amount of program funds the grantee awarded as a scholarship to the recipient.

(3) The original of any scholarship agreement executed by the scholarship recipient and the grantee (or its partnering IHE if the grantee is not an IHE) before the recipient was awarded a scholarship with program funds.

(4) A statement of whether the institution has withdrawn scholarship support because of the recipient's failure to maintain good academic standing.

(5) Other information as the Secretary may require.

(Approved by the Office of Management and Budget under control number 1840-0753)

(Authority: 20 U.S.C. 1024(e))

Sec. 611.51 How does a grantee ensure that a scholarship recipient understands the terms and conditions of the scholarship before the

recipient leaves the teacher preparation program?

(a) An institution that provides a scholarship with funds provided under this part must conduct an exit conference with each scholarship recipient before that individual leaves the institution. During the exit conference the institution must give the recipient a copy of any scholarship agreement the recipient has executed.

(b) The institution also must review with the recipient the terms and conditions of the scholarship, including--

(1) The recipient's service obligation;

(2) How the recipient can confirm whether a school and LEA in which he or she would teach will satisfy the service obligation;

(3) Information that the recipient will need to have the LEA provide to the Department to enable the Secretary to confirm that the recipient is meeting the service obligation;

(4) How the recipient may request a deferment of the service obligation, and information that the recipient should provide the Department in any deferment request;

(5) The consequences of failing to meet the service obligation including, at a minimum, the amount of the recipient's potential indebtedness; the possible referral of the indebtedness to a collection firm, reporting it to a credit bureau, and litigation; and the availability of a monthly payment schedule;

(6) The amount of scholarship assistance and interest charges that the recipient must repay for failing to meet the service obligation; and

(7) The recipient's responsibility to ensure that the Department has a home address and telephone number, and a work address and telephone number until the Secretary has determined that the recipient has fulfilled the service obligation or the recipient's debt has been paid or discharged; and

(8) The follow-up services that the institution will provide the student during his or her first three years of teaching in a high-need school of a high-need LEA.

(Authority: 20 U.S.C. 1024(e))

Sec. 611.52 What are a grantee's programmatic responsibilities for ensuring that scholarship recipients become successful teachers in high-need schools?

In implementing its approved project, the grantee must--

(a) Provide scholarship recipients both before and after graduation with appropriate support services, including academic assistance, job counseling, placement assistance, and teaching support that will help to ensure that--

(1) Upon graduation, scholarship recipients are able to secure teaching positions in high-need schools of high-need LEAs; and

(2) After beginning to teach in a high-need school of a high-need LEA, former scholarship recipients have appropriate follow-up services and assistance during their first three years of teaching;

(b) Provide LEAs with which the grantees collaborate in teacher recruitment activities with information and other assistance they need to recruit highly-qualified teachers effectively; and

(c) Work with the high-need LEAs participating in its project to ensure that scholarship recipients are placed, to the extent possible,

in highest-need schools of those LEAs.

(Authority: 20 U.S.C. 1024(e))

Subpart F--Other Grant Conditions

Sec. 611.61 What is the maximum indirect cost rate for States and local educational agencies?

Notwithstanding 34 CFR 75.560-75.562 and 34 CFR 80.22, the maximum indirect cost rate that a State or local educational agency receiving funding under the Teacher Quality Enhancement Grants Program may use to charge indirect costs to these funds is the lesser of--

- (a) The rate established by the negotiated indirect cost agreement; or
- (b) Eight percent.

(Authority: 20 U.S.C. 1021 et seq.)

Note: The following appendix will not appear in the Code of Federal Regulations.

Appendix--Analysis of Comments and Changes

Comment: Proposed Sec. 611.1 defines a high-need school and a high-need local educational agency (LEA). These definitions are important because after graduating from their teacher preparation programs, scholarship recipients must teach in these schools and LEAs in order to meet their service obligations.

Consistent with section 201(b)(2) of the Higher Education Act (HEA), the definition would offer three alternative criteria by which a school (of a high-need LEA) can be considered high-need. Two commenters urged us to expand these proposed criteria so that more schools could qualify as ones in which scholarship recipients can teach and meet their service obligations. Under one of these proposed criteria, a school would qualify as high-need if at least 50 percent of its enrolled students are eligible to receive free and reduced lunch subsidies, i.e., if the school is eligible to operate a schoolwide program under Title I of the Elementary and Secondary Education Act (ESEA). One commenter supported this proposal, but noted that many secondary schools do not have reliable data on student eligibility for free-and-reduced-lunch subsidies. The commenter proposed, therefore, that a secondary school qualify as one in which scholarship recipients can meet their service obligations through alternative factors. These factors would include having (a) multiple elementary and middle schools in its feeder system that meet this 50-percent test; (b) a

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drop-out rate that exceeds a specified amount; (c) more than 15 percent of teachers teaching out of field; and (d) a teacher turnover rate exceeding ten percent.

Another commenter urged that the criterion related to the percentage of the school's teachers teaching out-of-field be expanded. In this regard, section 201(b)(2) of the HEA provides that

a school can be considered high-need if there is a high percentage of secondary school teachers who are not teaching in the content area in which the teachers were trained to teach. As proposed, Sec. 611.1 would define this element to mean that more than 34 percent of either academic classroom teacher overall, or main assignment faculty in two core subject departments, do not have a major, minor, or significant course work in their main assignment field. The proposed regulation goes on to define ``significant coursework'' to mean ``four or more college or graduate-level courses in the content area.''

The commenter notes that his State now requires teaching candidates to have taken more than four courses to earn a teaching certificate in a particular content area. The commenter, therefore, recommends that the definition also permit a school to qualify as a high-need school if more than 34 percent of academic classroom teachers do not have certification to teach in their main assignment field.

Discussion: We agree that clarification is needed on how a secondary school may qualify, on the basis of the percent of poverty in the area it serves, as one in which a scholarship recipient may meet his or her service obligation. As the first commenter notes, we know from experience that high school and middle school students are less likely to participate in free- and reduced-price lunch programs than are elementary school students. Hence, those schools often may not be identified as eligible for Title I services, or not qualify to operate Title I, ESEA, schoolwide programs, despite the actual poverty rates in the area they serve.

However, if a school--elementary, middle, or secondary--is to meet the statutory criterion of high need because it serves an area with a high percentage of individuals from families with incomes below the poverty line, we continue to believe that the school still must be eligible under Title I requirements to operate a Title I schoolwide program. In this regard, the Department has issued guidance for the Title I program that addresses alternative measures for determining a secondary school's eligibility to participate in Title I. This guidance clarifies that a school district may use comparable data to data for free- and reduced-lunch eligibility (or other measures permitted under Title I) that are collected through alternative means such as a survey. Also, an LEA may use the feeder pattern concept. This concept would allow the LEA to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school. More specific information on these alternative measures for secondary and middle school eligibility under Title I may be found in part two of the April 1996 Title I, Part A, Policy Guidance: Improving Basic Programs Operated by Local Educational Agencies. This guidance is available on the Internet at [http://www.ed.gov/legislation/ESEA/Title I/](http://www.ed.gov/legislation/ESEA/Title%20I/). Further information also is available from those in the State educational agency who administer the Title I program. (The ESEA authorizes waivers of most Title I program requirements, including the requirement that schools that wish to be schoolwide programs serve an area with a specified level of poverty. The HEA contains no comparable waiver authority. Therefore, a middle or high school that lacks data to confirm its eligibility to operate as a Title I schoolwide program cannot become eligible to be a high-need school through a waiver of the Title I schoolwide program

requirements.)

Beyond this clarification, we are unable to accept the commenter's recommendations for alternative factors that the regulations would identify as making a secondary school one in which a scholarship recipient may meet the service obligation. Simply having some feeder schools meet the 50 percent threshold for free- and reduced-lunch subsidies may not adequately address the level of poverty in the entire area the high school serves. The school's drop-out rate is not sufficiently related to the permissible criteria in section 201(b)(2) of the statute.

Finally, we believe that the standards of (1) 15 percent of teachers teaching out-of-field, and (2) a teacher turnover rate exceeding ten percent, which the commenter proposes, would permit too many schools to be considered high need. Aside from the poverty criterion, the law permits high need to be based on a ``high'' percentage of secondary school teachers teaching out-of-field, or a ``high'' teacher turnover rate. In the application package available in February 1999 for the initial Teacher Quality Enhancement Grant Program competitions, we explained that 34 percent (incorrectly printed as ``35 percent'') teaching out-of-field and a 15 percent attrition rate reflect the best available national data on what these statutory terms mean. More specifically, 34 percent teaching out-of-field reflects an average of the percentage of public school teachers without a major or minor in their main assignment field and the percentage of teachers in high-poverty schools teaching out-of-field. A 15 percent teacher attrition rate reflects nationwide data on the percentage of teachers in all schools, including in high-poverty schools, who do not return to the same school the following year.

Action: The definition of ``high-need LEA'' in Sec. 611.1 has been modified. It now clarifies that the term includes an LEA with at least one school (1) in which at least 50 percent of enrolled students are eligible for free- and reduced lunch subsidies, or (2) that otherwise is eligible, without a waiver, to operate as a schoolwide program under Title I of the ESEA.

Comment: One commenter stated that it is not practical for an IHE to provide follow-up services to former scholarship recipients for three years after the individual becomes a teacher. The commenter, from a grantee awarded a Partnership Program grant under section 203 of the HEA, asserts that there are many contractual and budgetary issues affecting the LEA that are beyond the IHE's control. The commenter recommends that the regulations instead require the IHE to provide induction services during the teacher's first year, and otherwise make services available to the teacher, upon request, for up to three years after graduation.

Discussion: Section 204(d)(1)(C) of the HEA requires that Teacher Recruitment Program grantees provide follow-up services to former scholarship recipients during their first three years of teaching. For the other two Teacher Quality Enhancement Grant Programs, the State Grant Program and the Partnership Grants for Improving Teacher Education Program, the law authorizes grantees to use program funds for ``[a]ctivities described in section 204(d).'' See sections 202(d)(7) and 203(d)(7) of the HEA, respectively. As section 204(d)(1)(C) authorizes scholarship assistance to individuals attending teacher preparation programs, State and Partnership Program grantees may use grant funds to award these scholarships.

However, by authorizing State and Partnership Program grantees to use program funds for activities described in section 207(d), we believe Congress intended that those who receive scholarship assistance under these two programs would benefit before and after graduation from the same range of IHE services that recipients of scholarships funded under the Teacher Recruitment Program must receive. Hence, we also believe that it is appropriate to require, through these regulations, State and Partnership grantees to provide former scholarship recipients with the same level of follow-up services after graduation as is required under the Teacher Recruitment Program. These services would include, as required by section 204(d)(1)(c), follow-up activities during these new teachers' first three years of teaching.

We do note that the law does not specify the degree of these services. Consistent with a grantee's approved applications, we believe that the form, content, and extent of these follow-up services will be determined through collaboration among the LEA, scholarship recipient(s), and the program grantee.

Action: None.

Comment: One commenter stated that all States and partnerships using program funds to award teacher recruitment scholarships should prioritize placements in ways that assure that schools in the States with greatest need have the best opportunities to hire well-trained teachers. Therefore, the commenter recommended that all States and partnerships, in collaboration with high-need LEAs, be required to give priority in placing scholarship recipients in LEAs and schools that demonstrate the greatest need according to one of the three criteria with which 611.1 defines ``high need.''

Discussion: We agree with the thrust of the comment. The purpose of the Teacher Recruitment Program is to address chronic shortages of qualified teachers in high-need schools and school districts. IHEs and LEAs should work together to encourage teaching

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candidates who receive scholarship assistance with Teacher Quality Enhancement Program funds to fulfill their service obligations by becoming teachers in the highest need schools and school districts.

However, we are concerned that the commenter's recommendations would (1) burden IHEs unduly with the responsibility for securing data on literally scores of schools and then somehow ranking those schools by relative need, and (2) involve the IHE too intimately in hiring decisions that are better left to the scholarship recipients and LEA and school officials. For this reason, we believe that the better approach is to require the IHE, in collaboration with the high-need LEA(s) with which it partners, to ensure that scholarship recipients are placed, to the extent possible, in the highest-need schools of those LEAs.

Action: Section 611.52(c) (proposed 611.40(d)(3)) has been modified accordingly.

Comment: As proposed, Sec. 611.39(a) would require former scholarship recipients who are fulfilling their service obligations to have high-need LEAs in which they teach submit employment information periodically to the Department confirming that they are, in fact, meeting their service obligation. One commenter expressed concern that if, through no fault of the teacher, the LEA does not forward the information to the Department, the former scholarship

recipient could be wrongly held responsible for repaying the scholarship assistance he or she had received. The commenter recommended that we accept, on an interim basis if necessary, evidence such as a notarized statement that the scholarship recipient had requested the LEA to submit the information verifying employment.

Discussion: We agree with the commenter's concern and recommendation, except that we believe the recommendation does not sufficiently encourage recipients to have LEAs provide us with timely information that verifies the scholarship recipient's employment as a teacher in a high-need school of a high-need LEA. After considering the matter, we are satisfied that the scholarship recipient should be permitted to meet this responsibility to verify that he or she is meeting the service obligation in either of two ways. Specifically, in lieu of having the LEA provide the needed information to us in a timely manner, the recipient may attach to the notarized statement a copy of the information that he or she has asked the LEA to provide to the Department.

We will consider the timely receipt of this notarized statement and attachment as satisfactory provisional evidence that the individual is meeting the service obligation, and so should not be responsible for its repayment. However, the Department will be unable to determine finally that this is so without the signed statement from the LEA. Therefore, the scholarship recipient will have a continuing responsibility to work to get the LEA to submit this information.

Action: Sections 611.46 and 611.47 (proposed Sec. 611.39(a) and (b)) have been modified accordingly.

Comment: One commenter stated that the proposed reasons for which the Department would defer a scholarship recipient's service obligation are too limited. The commenter recommends that deferments also be available for students who currently are attending two-year institutions and cannot be admitted to the continuing, and certifying, higher education program due to changes in admission standards that were implemented after the student had received a Title II scholarship.

Discussion: A scholarship recipient's responsibility for repaying the scholarship, accrued interest, and costs of collection, if any, only arises if the scholarship recipient (1) graduates from a teacher preparation program and fails to confirm to the Department that he or she has fulfilled the service obligation, (2) withdraws from the teacher preparation program, or (3) is found to be no longer in good standing. We see no reason to expand the proposed areas in which deferment of the service obligation, or responsibility to repay the indebtedness, is available. One of the conditions of the scholarship is that the recipient will repay the scholarship amount plus accrued interest if he or she does not remain in good academic standing. Assuming that the recipient remains in good academic standing, we believe that the appropriate response to the situation the commenter posed is for the grantee to continue working with the scholarship recipient to permit him or her to meet any new admission requirements that the continuing institution may adopt.

We add only that we believe the situations the commenter describes should be quite rare. First, the kinds of changes in admission standards that the commenter describes are likely to be very infrequent. Beyond this, with regard to scholarship recipients,

we presume that program grantees are in a position to influence the admission standards and decisions of the teacher preparation programs they are implementing or with which they are partnering.

Action: None.

Comment: One commenter asserted that the proposed regulations would inappropriately penalize scholarship recipients who, upon graduation, fail immediately to find employment as teachers in high-need schools and school districts. The commenter also criticized the service obligation as a disincentive to minority recruitment since students have other scholarship opportunities that do not attach these conditions.

Discussion: The law requires those who receive scholarships with Teacher Quality Enhancement Grant Program funds to meet the service obligation. Moreover, as proposed, Sec. 611.37(b)(2) would enable a scholarship recipient to have the service obligation deferred where, despite due diligence, the recipient is unable to secure employment as a teacher in a high-need school of a high-need LEA.

Action: None.

Comment: One commenter stated that while most of the regulations were clearly stated, the regulations would be easier to read if they were divided into more, but shorter, sections.

Discussion: Some of the regulations do not seem appropriate for dividing into parts. However, we agree with the commenter that both proposed Sec. 611.39 ('`What are a scholarship recipient's reporting responsibilities?') and proposed Sec. 611.40 ('`What are a grantee's responsibilities for helping to implement the scholarship requirements?') would be clearer if broken into a series of shorter regulations.

Action: The final regulations have been revised accordingly.

We also have made these regulations applicable to all three of the Teacher Quality Enhancement Grant Programs by (1) renumbering them, (2) moving them to a new and generally applicable subpart E, ``Scholarships,' and (3) thereby eliminating, as no longer necessary, proposed Sec. 611.42 ('`What rules govern scholarships funded by the State or Partnership Programs for individuals attending teacher preparation programs?')

Intergovernmental Review of Federal Programs--Executive Order 12372

This information applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included below.

In States that have not established a process or chosen a program for review, State, area wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area wide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, Room 6213, 600 Independence Avenue, SW., Washington, DC 20202-0124.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

STATE SINGLE POINTS OF CONTACT

Note: In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

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Note: This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Sherron Duncan (Telephone (202) 395-3120) at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list is also published biannually in the Catalog of Federal Domestic Assistance.

Important Notice to Prospective Participants in U.S. Department of Education Contract and Grant Programs

Grants

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for all grant applications. Prospective applicants can avoid disappointment if they understand that --

Failure to meet a deadline will mean that an application will be rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the *Federal Register*. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the *Federal Register* must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, DC 20202-4725

Contracts

Competitive procurement actions undertaken by ED are governed by the Federal Procurement Regulations and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offers are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offers are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal, which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing of \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

P.L. 105-244

TITLE I--GENERAL PROVISIONS

SEC. 101. REVISION OF TITLE I.

(a) GENERAL PROVISIONS- Title I (20 U.S.C. 1001 et seq.) is amended to read as follows:

^TITLE I--GENERAL PROVISIONS

^PART A--DEFINITIONS

^SEC. 101. GENERAL DEFINITION OF INSTITUTION OF HIGHER EDUCATION.

^(a) INSTITUTION OF HIGHER EDUCATION- For purposes of this Act, other than title IV, the term 'institution of higher education' means an educational institution in any State that--

^(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;

^(2) is legally authorized within such State to provide a program of education beyond secondary education;

^(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;

^(4) is a public or other nonprofit institution; and

^(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

^(b) ADDITIONAL INSTITUTIONS INCLUDED- For purposes of this Act, other than title IV, the term 'institution of higher education' also includes--

^(1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

^(2) a public or nonprofit private educational institution in any State that, in lieu of the requirement in subsection (a)(1), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located.

^(c) LIST OF ACCREDITING AGENCIES- For purposes of this section and section 102, the Secretary shall publish a list of nationally recognized accrediting agencies or associations that the Secretary determines, pursuant to subpart 2 of part H of title IV, to be reliable authority as to the quality of the education or training offered.

^SEC. 102. DEFINITION OF INSTITUTION OF HIGHER EDUCATION FOR PURPOSES OF TITLE IV PROGRAMS.

^(a) DEFINITION OF INSTITUTION OF HIGHER EDUCATION FOR PURPOSES OF TITLE IV PROGRAMS-

^(1) INCLUSION OF ADDITIONAL INSTITUTIONS- Subject to paragraphs (2) through (4) of this subsection, the term 'institution of higher education' for purposes of title IV includes, in addition to the institutions covered by the definition in section 101--

^(A) a proprietary institution of higher education (as defined in subsection (b) of this section);

^(B) a postsecondary vocational institution (as defined in subsection (c) of this section); and

^(C) only for the purposes of part B of title IV, an institution outside the United States that is comparable to an institution of higher education as defined in section 101 and that has been approved by the Secretary for the purpose of part B of title IV.

^(2) INSTITUTIONS OUTSIDE THE UNITED STATES-

^(A) IN GENERAL- For the purpose of qualifying as an institution under paragraph (1)(C), the Secretary shall establish criteria by regulation for the approval of institutions outside the United States and for the determination that such institutions are comparable

to an institution of higher education as defined in section 101. In the case of a graduate medical or veterinary school outside the United States, such criteria shall include a requirement that a student attending such school outside the United States is ineligible for loans made, insured, or guaranteed under part B unless--

- `(i)(I) at least 60 percent of those enrolled in, and at least 60 percent of the graduates of, the graduate medical school outside the United States were not persons described in section 484(a)(5) in the year preceding the year for which a student is seeking a loan under part B of title IV; and

- `(II) at least 60 percent of the individuals who were students or graduates of the graduate medical school outside the United States (both nationals of the United States and others) taking the examinations administered by the Educational Commission for Foreign Medical Graduates received a passing score in the year preceding the year for which a student is seeking a loan under part B of title IV; or

- `(ii) the institution has a clinical training program that was approved by a State as of January 1, 1992, or the institution's students complete their clinical training at an approved veterinary school located in the United States.

`(B) ADVISORY PANEL-

- `(i) IN GENERAL- For the purpose of qualifying as an institution under paragraph (1)(C) of this subsection, the Secretary shall establish an advisory panel of medical experts that shall--

- `(I) evaluate the standards of accreditation applied to applicant foreign medical schools; and

- `(II) determine the comparability of those standards to standards for accreditation applied to United States medical schools.

- `(ii) SPECIAL RULE- If the accreditation standards described in clause (i) are determined not to be comparable, the foreign medical school shall be required to meet the requirements of section 101.

`(C) FAILURE TO RELEASE INFORMATION- The failure of an institution outside the United States to provide, release, or authorize release to the Secretary of such information as may be required by subparagraph (A) shall render such institution ineligible for the purpose of part B of title IV.

`(D) SPECIAL RULE- If, pursuant to this paragraph, an institution loses eligibility to participate in the programs under title IV, then a student enrolled at such institution may, notwithstanding such loss of eligibility, continue to be eligible to receive a loan under part B while attending such institution for the academic year succeeding the academic year in which such loss of eligibility occurred.

`(3) LIMITATIONS BASED ON COURSE OF STUDY OR ENROLLMENT- An institution shall not be considered to meet the definition of an institution of higher education in paragraph (1) if such institution--

- `(A) offers more than 50 percent of such institution's courses by correspondence, unless the institution is an institution that meets the definition in section 521(4)(C) of the Carl D. Perkins Vocational and Applied Technology Education Act;

- `(B) enrolls 50 percent or more of the institution's students in correspondence courses, unless the institution is an institution that meets the definition in such section, except that the Secretary, at the request of such institution, may waive the applicability of this subparagraph to such institution for good cause, as determined by the Secretary in the case of an institution of higher education that provides a 2- or 4-year program of instruction (or both) for which the institution awards an associate or baccalaureate degree, respectively;

- `(C) has a student enrollment in which more than 25 percent of the students are incarcerated, except that the Secretary may waive the limitation contained in this subparagraph for a nonprofit institution that provides a 2- or 4-year program of instruction (or both) for which the institution awards a bachelor's degree, or an associate's degree or a postsecondary diploma, respectively; or

`(D) has a student enrollment in which more than 50 percent of the students do not have a secondary school diploma or its recognized equivalent, and does not provide a 2- or 4-year program of instruction (or both) for which the institution awards a bachelor's degree or an associate's degree, respectively, except that the Secretary may waive the limitation contained in this subparagraph if a nonprofit institution demonstrates to the satisfaction of the Secretary that the institution exceeds such limitation because the institution serves, through contracts with Federal, State, or local government agencies, significant numbers of students who do not have a secondary school diploma or its recognized equivalent.

`(4) LIMITATIONS BASED ON MANAGEMENT- An institution shall not be considered to meet the definition of an institution of higher education in paragraph (1) if--

`(A) the institution, or an affiliate of the institution that has the power, by contract or ownership interest, to direct or cause the direction of the management or policies of the institution, has filed for bankruptcy, except that this paragraph shall not apply to a nonprofit institution, the primary function of which is to provide health care educational services (or an affiliate of such an institution that has the power, by contract or ownership interest, to direct or cause the direction of the institution's management or policies) that files for bankruptcy under chapter 11 of title 11, United States Code, between July 1, 1998, and December 1, 1998; or

`(B) the institution's owner, or the institution's chief executive officer has been convicted of, or has pled nolo contendere or guilty to, a crime involving the acquisition, use, or expenditure of funds under title IV, or has been judicially determined to have committed fraud involving funds under title IV.

`(5) CERTIFICATION- The Secretary shall certify an institution's qualification as an institution of higher education in accordance with the requirements of subpart 3 of part H of title IV.

`(6) LOSS OF ELIGIBILITY- An institution of higher education shall not be considered to meet the definition of an institution of higher education in paragraph (1) if such institution is removed from eligibility for funds under title IV as a result of an action pursuant to part H of title IV.

`(b) PROPRIETARY INSTITUTION OF HIGHER EDUCATION-

`(1) PRINCIPAL CRITERIA- For the purpose of this section, the term `proprietary institution of higher education' means a school that--

`(A) provides an eligible program of training to prepare students for gainful employment in a recognized occupation;

`(B) meets the requirements of paragraphs (1) and (2) of section 101(a);

`(C) does not meet the requirement of paragraph (4) of section 101(a);

`(D) is accredited by a nationally recognized accrediting agency or association recognized by the Secretary pursuant to part H of title IV;

`(E) has been in existence for at least 2 years; and

`(F) has at least 10 percent of the school's revenues from sources that are not derived from funds provided under title IV, as determined in accordance with regulations prescribed by the Secretary.

`(2) ADDITIONAL INSTITUTIONS- The term `proprietary institution of higher education' also includes a proprietary educational institution in any State that, in lieu of the requirement in paragraph (1) of section 101(a), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located.

`(c) POSTSECONDARY VOCATIONAL INSTITUTION-

`(1) PRINCIPAL CRITERIA- For the purpose of this section, the term `postsecondary vocational institution' means a school that--

`(A) provides an eligible program of training to prepare students for gainful employment in a recognized occupation;

`(B) meets the requirements of paragraphs (1), (2), (4), and (5) of section 101(a); and

`(C) has been in existence for at least 2 years.

`(2) ADDITIONAL INSTITUTIONS- The term `postsecondary vocational institution' also includes an educational institution in any State that, in lieu of the requirement in paragraph (1) of section 101(a), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located.

`SEC. 103. ADDITIONAL DEFINITIONS.

`In this Act:

`(1) COMBINATION OF INSTITUTIONS OF HIGHER EDUCATION- The term `combination of institutions of higher education' means a group of institutions of higher education that have entered into a cooperative arrangement for the purpose of carrying out a common objective, or a public or private nonprofit agency, organization, or institution designated or created by a group of institutions of higher education for the purpose of carrying out a common objective on the group's behalf.

`(2) DEPARTMENT- The term `Department' means the Department of Education.

`(3) DISABILITY- The term `disability' has the same meaning given that term under section 3(2) of the Americans With Disabilities Act of 1990.

`(4) ELEMENTARY SCHOOL- The term `elementary school' has the same meaning given that term under section 14101 of the Elementary and Secondary Education Act of 1965.

`(5) GIFTED AND TALENTED- The term `gifted and talented' has the same meaning given that term under section 14101 of the Elementary and Secondary Education Act of 1965.

`(6) LOCAL EDUCATIONAL AGENCY- The term `local educational agency' has the same meaning given that term under section 14101 of the Elementary and Secondary Education Act of 1965.

`(7) NEW BORROWER- The term `new borrower' when used with respect to any date means an individual who on that date has no outstanding balance of principal or interest owing on any loan made, insured, or guaranteed under title IV.

`(8) NONPROFIT- The term `nonprofit' as applied to a school, agency, organization, or institution means a school, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

`(9) SCHOOL OR DEPARTMENT OF DIVINITY- The term `school or department of divinity' means an institution, or a department or a branch of an institution, the program of instruction of which is designed for the education of students--

 `(A) to prepare the students to become ministers of religion or to enter upon some other religious vocation (or to provide continuing training for any such vocation); or

 `(B) to prepare the students to teach theological subjects.

`(10) SECONDARY SCHOOL- The term `secondary school' has the same meaning given that term under section 14101 of the Elementary and Secondary Education Act of 1965.

`(11) SECRETARY- The term `Secretary' means the Secretary of Education.

`(12) SERVICE-LEARNING- The term `service-learning' has the same meaning given that term under section 101(23) of the National and Community Service Act of 1990.

`(13) SPECIAL EDUCATION TEACHER- The term `special education teacher' means teachers who teach children with disabilities as defined in section 602 of the Individuals with Disabilities Education Act.

`(14) STATE EDUCATIONAL AGENCY- The term `State educational agency' has the same meaning given that term under section 14101 of the Elementary and Secondary Education Act of 1965.

`(15) STATE HIGHER EDUCATION AGENCY- The term `State higher education agency' means the officer or agency primarily responsible for the State supervision of higher education.

`(16) STATE; FREELY ASSOCIATED STATES-

 `(A) STATE- The term `State' includes, in addition to the several States of the United States, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands, and the Freely Associated States.

 `(B) FREELY ASSOCIATED STATES- The term `Freely Associated States' means the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

P.L. 105-244

TITLE II--TEACHER QUALITY

SEC. 201. TEACHER QUALITY ENHANCEMENT GRANTS.

The Act is amended by inserting after title I (20 U.S.C. 1001 et seq.) the following:

`TITLE II--TEACHER QUALITY ENHANCEMENT GRANTS FOR STATES AND PARTNERSHIPS

`SEC. 201. PURPOSES; DEFINITIONS.

`(a) PURPOSES- The purposes of this title are to--

- `(1) improve student achievement;
- `(2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;
- `(3) hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach, such as mathematics, science, English, foreign languages, history, economics, art, civics, Government, and geography, including training in the effective uses of technology in the classroom; and
- `(4) recruit highly qualified individuals, including individuals from other occupations, into the teaching force.

`(b) DEFINITIONS- In this title:

`(1) ARTS AND SCIENCES- The term `arts and sciences' means--

- `(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers 1 or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and
- `(B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and science organizational unit.

`(2) HIGH NEED LOCAL EDUCATIONAL AGENCY- The term `high need local educational agency' means a local educational agency that serves an elementary school or secondary school located in an area in which there is--

- `(A) a high percentage of individuals from families with incomes below the poverty line;
- `(B) a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or
- `(C) a high teacher turnover rate.

`(3) POVERTY LINE- The term `poverty line' means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

`SEC. 202. STATE GRANTS.

`(a) IN GENERAL- From amounts made available under section 210(1) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible States to enable the eligible States to carry out the activities described in subsection (d).

`(b) ELIGIBLE STATE-

`(1) DEFINITION- In this title, the term `eligible State' means--

- `(A) the Governor of a State; or
- `(B) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency.

`(2) CONSULTATION- The Governor and the individual, entity, or agency designated under paragraph (1) shall consult with the Governor, State board of education, State educational agency,

or State agency for higher education, as appropriate, with respect to the activities assisted under this section.

`(3) CONSTRUCTION- Nothing in this subsection shall be construed to negate or supersede the legal authority under State law of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official.

`(c) APPLICATION- To be eligible to receive a grant under this section, an eligible State shall, at the time of the initial grant application, submit an application to the Secretary that--

`(1) meets the requirement of this section;

`(2) includes a description of how the eligible State intends to use funds provided under this section; and

`(3) contains such other information and assurances as the Secretary may require.

`(d) USES OF FUNDS- An eligible State that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, and to ensure that current and future teachers possess the necessary teaching skills and academic content knowledge in the subject areas in which the teachers are assigned to teach, by carrying out 1 or more of the following activities:

`(1) REFORMS- Implementing reforms that hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content areas in which the teachers plan to teach, and possess strong teaching skills, which may include the use of rigorous subject matter competency tests and the requirement that a teacher have an academic major in the subject area, or related discipline, in which the teacher plans to teach.

`(2) CERTIFICATION OR LICENSURE REQUIREMENTS- Reforming teacher certification or licensure requirements to ensure that teachers have the necessary teaching skills and academic content knowledge in the subject areas in which teachers are assigned to teach.

`(3) ALTERNATIVES TO TRADITIONAL PREPARATION FOR TEACHING- Providing prospective teachers with alternatives to traditional preparation for teaching through programs at colleges of arts and sciences or at nonprofit educational organizations.

`(4) ALTERNATIVE ROUTES TO STATE CERTIFICATION- Carrying out programs that--

`(A) include support during the initial teaching experience; and

`(B) establish, expand, or improve alternative routes to State certification of teachers for highly qualified individuals, including mid-career professionals from other occupations, paraprofessionals, former military personnel and recent college graduates with records of academic distinction.

`(5) RECRUITMENT; PAY; REMOVAL- Developing and implementing effective mechanisms to ensure that local educational agencies and schools are able to effectively recruit highly qualified teachers, to financially reward those teachers and principals whose students have made significant progress toward high academic performance, such as through performance-based compensation systems and access to ongoing professional development opportunities for teachers and administrators, and to expeditiously remove incompetent or unqualified teachers consistent with procedures to ensure due process for the teachers.

`(6) SOCIAL PROMOTION- Development and implementation of efforts to address the problem of social promotion and to prepare teachers to effectively address the issues raised by ending the practice of social promotion.

`(7) RECRUITMENT- Activities described in section 204(d).

`SEC. 203. PARTNERSHIP GRANTS.

`(a) GRANTS- From amounts made available under section 210(2) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible partnerships to enable the eligible partnerships to carry out the activities described in subsections (d) and (e).

`(b) DEFINITIONS-

`(1) ELIGIBLE PARTNERSHIPS- In this title, the term `eligible partnerships' means an entity that--

`(A) shall include--

`(i) a partner institution;

`(ii) a school of arts and sciences; and

`(iii) a high need local educational agency; and

`(B) may include a Governor, State educational agency, the State board of education, the State agency for higher education, an institution of higher education not described in subparagraph (A), a public charter school, a public or private elementary school or secondary school, a public or private nonprofit educational organization, a business, a teacher organization, or a prekindergarten program.

`(2) PARTNER INSTITUTION- In this section, the term `partner institution' means a private independent or State-supported public institution of higher education, the teacher training program of which demonstrates that--

`(A) graduates from the teacher training program exhibit strong performance on State-determined qualifying assessments for new teachers through--

`(i) demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area or areas in which the teacher intends to teach; or

`(ii) being ranked among the highest-performing teacher preparation programs in the State as determined by the State--

`(I) using criteria consistent with the requirements for the State report card under section 207(b); and

`(II) using the State report card on teacher preparation required under section 207(b), after the first publication of such report card and for every year thereafter; or

`(B) the teacher training program requires all the students of the program to participate in intensive clinical experience, to meet high academic standards, and--

`(i) in the case of secondary school candidates, to successfully complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high level of performance in relevant content areas; and

`(ii) in the case of elementary school candidates, to successfully complete an academic major in the arts and sciences or to demonstrate competence through a high level of performance in core academic subject areas.

`(c) APPLICATION- Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall--

`(1) contain a needs assessment of all the partners with respect to teaching and learning and a description of how the partnership will coordinate with other teacher training or professional development programs, and how the activities of the partnership will be consistent with State, local, and other education reform activities that promote student achievement;

`(2) contain a resource assessment that describes the resources available to the partnership, the intended use of the grant funds, including a description of how the grant funds will be fairly distributed in accordance with subsection (f), and the commitment of the resources of the partnership to the activities assisted under this title, including financial support, faculty participation, time commitments, and continuation of the activities when the grant ends; and

`(3) contain a description of--

`(A) how the partnership will meet the purposes of this title;

`(B) how the partnership will carry out the activities required under subsection (d) and any permissible activities under subsection (e); and

`(C) the partnership's evaluation plan pursuant to section 206(b).

`(d) REQUIRED USES OF FUNDS- An eligible partnership that receives a grant under this section shall use the grant funds to carry out the following activities:

`(1) REFORMS- Implementing reforms within teacher preparation programs to hold the programs accountable for preparing teachers who are highly competent in the academic content areas in which the teachers plan to teach, and for promoting strong teaching skills, including working with a school of arts and sciences and integrating reliable research-based teaching methods into the curriculum, which curriculum shall include programs designed to successfully integrate technology into teaching and learning.

- `(2) CLINICAL EXPERIENCE AND INTERACTION- Providing sustained and high quality preservice clinical experience including the mentoring of prospective teachers by veteran teachers, and substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support, including preparation time, for such interaction.
 - `(3) PROFESSIONAL DEVELOPMENT- Creating opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified to teach or in which the teachers are working toward certification to teach, and that promotes strong teaching skills.
 - `(e) ALLOWABLE USES OF FUNDS- An eligible partnership that receives a grant under this section may use such funds to carry out the following activities:
 - `(1) TEACHER PREPARATION AND PARENT INVOLVEMENT- Preparing teachers to work with diverse student populations, including individuals with disabilities and limited English proficient individuals, and involving parents in the teacher preparation program reform process.
 - `(2) DISSEMINATION AND COORDINATION- Broadly disseminating information on effective practices used by the partnership, and coordinating with the activities of the Governor, State board of education, State higher education agency, and State educational agency, as appropriate.
 - `(3) MANAGERIAL AND LEADERSHIP SKILLS- Developing and implementing proven mechanisms to provide principals and superintendents with effective managerial and leadership skills that result in increased student achievement.
 - `(4) TEACHER RECRUITMENT- Activities described in section 204(d).
 - `(f) SPECIAL RULE- No individual member of an eligible partnership shall retain more than 50 percent of the funds made available to the partnership under this section.
 - `(g) CONSTRUCTION- Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of more than one Governor, State board of education, State educational agency, local educational agency, or State agency for higher education.
- `SEC. 204. TEACHER RECRUITMENT GRANTS.**
- `(a) PROGRAM AUTHORIZED- From amounts made available under section 210(3) for a fiscal year, the Secretary is authorized to award grants, on a competitive basis, to eligible applicants to enable the eligible applicants to carry out activities described in subsection (d).
 - `(b) ELIGIBLE APPLICANT DEFINED- In this title, the term `eligible applicant' means--
 - `(1) an eligible State described in section 202(b); or
 - `(2) an eligible partnership described in section 203(b).
 - `(c) APPLICATION- Any eligible applicant desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require, including--
 - `(1) a description of the assessment that the eligible applicant, and the other entities with whom the eligible applicant will carry out the grant activities, have undertaken to determine the most critical needs of the participating high-need local educational agencies;
 - `(2) a description of the activities the eligible applicant will carry out with the grant; and
 - `(3) a description of the eligible applicant's plan for continuing the activities carried out with the grant, once Federal funding ceases.
 - `(d) USES OF FUNDS- Each eligible applicant receiving a grant under this section shall use the grant funds--
 - `(1)
 - (A) to award scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
 - `(B) to provide support services, if needed to enable scholarship recipients to complete postsecondary education programs; and
 - `(C) for followup services provided to former scholarship recipients during the recipients first 3 years of teaching; or
 - `(2) to develop and implement effective mechanisms to ensure that high need local educational agencies and schools are able to effectively recruit highly qualified teachers.
 - `(e) SERVICE REQUIREMENTS- The Secretary shall establish such requirements as the Secretary finds necessary to ensure that recipients of scholarships under this section who complete teacher education programs subsequently teach in a high-need local educational agency, for a period of time equivalent to the

period for which the recipients receive scholarship assistance, or repay the amount of the scholarship. The Secretary shall use any such repayments to carry out additional activities under this section.

SEC. 205. ADMINISTRATIVE PROVISIONS.

(a) DURATION; ONE-TIME AWARDS; PAYMENTS-

(1) DURATION-

(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS- Grants awarded to eligible States and eligible applicants under this title shall be awarded for a period not to exceed 3 years.

(B) ELIGIBLE PARTNERSHIPS- Grants awarded to eligible partnerships under this title shall be awarded for a period of 5 years.

(2) ONE-TIME AWARD- An eligible State and an eligible partnership may receive a grant under each of sections 202, 203, and 204 only once.

(3) PAYMENTS- The Secretary shall make annual payments of grant funds awarded under this part.

(b) PEER REVIEW-

(1) PANEL- The Secretary shall provide the applications submitted under this title to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

(2) PRIORITY- In recommending applications to the Secretary for funding under this title, the panel shall--

(A) with respect to grants under section 202, give priority to eligible States serving States that--

(i) have initiatives to reform State teacher certification requirements that are designed to ensure that current and future teachers possess the necessary teaching skills and academic content knowledge in the subject areas in which the teachers are certified or licensed to teach;

(ii) include innovative reforms to hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content area in which the teachers plan to teach and have strong teaching skills; or

(iii) involve the development of innovative efforts aimed at reducing the shortage of highly qualified teachers in high poverty urban and rural areas;

(B) with respect to grants under section 203--

(i) give priority to applications from eligible partnerships that involve businesses; and

(ii) take into consideration--

(I) providing an equitable geographic distribution of the grants throughout the United States; and

(II) the potential of the proposed activities for creating improvement and positive change.

(3) SECRETARIAL SELECTION- The Secretary shall determine, based on the peer review process, which application shall receive funding and the amounts of the grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this title and the types of activities proposed to be carried out.

(c) MATCHING REQUIREMENTS-

(1) STATE GRANTS- Each eligible State receiving a grant under section 202 or 204 shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the activities supported by the grant.

(2) PARTNERSHIP GRANTS- Each eligible partnership receiving a grant under section 203 or 204 shall provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year of the grant, 35 percent of the grant for the second year of the grant, and 50 percent of the grant for each succeeding year of the grant.

(d) LIMITATION ON ADMINISTRATIVE EXPENSES- An eligible State or eligible partnership that receives a grant under this title may not use more than 2 percent of the grant funds for purposes of administering the grant.

`(e) TEACHER QUALIFICATIONS PROVIDED TO PARENTS UPON REQUEST- Any local educational agency or school that benefits from the activities assisted under this title shall make available, upon request and in an understandable and uniform format, to any parent of a student attending any school served by the local educational agency, information regarding the qualification of the student's classroom teacher with regard to the subject matter in which the teacher provides instruction. The local educational agency shall inform parents that the parents are entitled to receive the information upon request.

`SEC. 206. ACCOUNTABILITY AND EVALUATION.

`(a) STATE GRANT ACCOUNTABILITY REPORT- An eligible State that receives a grant under section 202 shall submit an annual accountability report to the Secretary, the Committee on Labor and Human Resources of the Senate, and the Committee on Education and the Workforce of the House of Representatives. Such report shall include a description of the degree to which the eligible State, in using funds provided under such section, has made substantial progress in meeting the following goals:

`(1) STUDENT ACHIEVEMENT- Increasing student achievement for all students as defined by the eligible State.

`(2) RAISING STANDARDS- Raising the State academic standards required to enter the teaching profession, including, where appropriate, through the use of incentives to incorporate the requirement of an academic major in the subject, or related discipline, in which the teacher plans to teach.

`(3) INITIAL CERTIFICATION OR LICENSURE- Increasing success in the pass rate for initial State teacher certification or licensure, or increasing the numbers of highly qualified individuals being certified or licensed as teachers through alternative programs.

`(4) CORE ACADEMIC SUBJECTS-

`(A) SECONDARY SCHOOL CLASSES- Increasing the percentage of secondary school classes taught in core academic subject areas by teachers--

`(i) with academic majors in those areas or in a related field;

`(ii) who can demonstrate a high level of competence through rigorous academic subject area tests; or

`(iii) who can demonstrate competence through a high level of performance in relevant content areas.

`(B) ELEMENTARY SCHOOL CLASSES- Increasing the percentage of elementary school classes taught by teachers--

`(i) with academic majors in the arts and sciences; or

`(ii) who can demonstrate competence through a high level of performance in core academic subjects.

`(5) DECREASING TEACHER SHORTAGES- Decreasing shortages of qualified teachers in poor urban and rural areas.

`(6) INCREASING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT- Increasing opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified or licensed to teach or in which the teachers are working toward certification or licensure to teach, and that promotes strong teaching skills.

`(7) TECHNOLOGY INTEGRATION- Increasing the number of teachers prepared to integrate technology in the classroom.

`(b) ELIGIBLE PARTNERSHIP EVALUATION- Each eligible partnership receiving a grant under section 203 shall establish and include in the application submitted under section 203(c), an evaluation plan that includes strong performance objectives. The plan shall include objectives and measures for--

`(1) increased student achievement for all students as measured by the partnership;

`(2) increased teacher retention in the first 3 years of a teacher's career;

`(3) increased success in the pass rate for initial State certification or licensure of teachers; and

`(4) increased percentage of secondary school classes taught in core academic subject areas by teachers--

`(A) with academic majors in the areas or in a related field; and

`(B) who can demonstrate a high level of competence through rigorous academic subject area tests or who can demonstrate competence through a high level of performance in relevant content areas;

`(5) increasing the percentage of elementary school classes taught by teachers with academic majors in the arts and sciences or who demonstrate competence through a high level of performance in core academic subject areas; and

`(6) increasing the number of teachers trained in technology.

`(c) REVOCATION OF GRANT-

`(1) REPORT- Each eligible State or eligible partnership receiving a grant under this title shall report annually on the progress of the eligible State or eligible partnership toward meeting the purposes of this title and the goals, objectives, and measures described in subsections (a) and (b).

`(2) REVOCATION-

`(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS- If the Secretary determines that an eligible State or eligible applicant is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the second year of a grant under this title, then the grant payment shall not be made for the third year of the grant.

`(B) ELIGIBLE PARTNERSHIPS- If the Secretary determines that an eligible partnership is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the third year of a grant under this title, then the grant payments shall not be made for any succeeding year of the grant.

`(d) EVALUATION AND DISSEMINATION- The Secretary shall evaluate the activities funded under this title and report the Secretary's findings regarding the activities to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives. The Secretary shall broadly disseminate successful practices developed by eligible States and eligible partnerships under this title, and shall broadly disseminate information regarding such practices that were found to be ineffective.

`SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.

`(a) DEVELOPMENT OF DEFINITIONS AND REPORTING METHODS- Within 9 months of the date of enactment of the Higher Education Amendments of 1998, the Commissioner of the National Center for Education Statistics, in consultation with States and institutions of higher education, shall develop key definitions for terms, and uniform reporting methods (including the key definitions for the consistent reporting of pass rates), related to the performance of elementary school and secondary school teacher preparation programs.

`(b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION- Each State that receives funds under this Act shall provide to the Secretary, within 2 years of the date of enactment of the Higher Education Amendments of 1998, and annually thereafter, in a uniform and comprehensible manner that conforms with the definitions and methods established in subsection (a), a State report card on the quality of teacher preparation in the State, which shall include at least the following:

`(1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

`(2) The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.

`(3) A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.

`(4) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.

`(5) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate's most recent degree, which shall be made available widely and publicly.

`(6) Information on the extent to which teachers in the State are given waivers of State certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas.

`(7) A description of each State's alternative routes to teacher certification, if any, and the percentage of teachers certified through alternative certification routes who pass State teacher certification or licensure assessments.

`(8) For each State, a description of proposed criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State, including indicators of teacher candidate knowledge and skills.

`(9) Information on the extent to which teachers or prospective teachers in each State are required to take examinations or other assessments of their subject matter knowledge in the area or areas in which the teachers provide instruction, the standards established for passing any such assessments, and the extent to which teachers or prospective teachers are required to receive a passing score on such assessments in order to teach in specific subject areas or grade levels.

`(c) INITIAL REPORT-

`(1) IN GENERAL- Each State that receives funds under this Act, not later than 6 months of the date of enactment of the Higher Education Amendments of 1998 and in a uniform and comprehensible manner, shall submit to the Secretary the information described in paragraphs (1), (5), and (6) of subsection (b). Such information shall be compiled by the Secretary and submitted to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives not later than 9 months after the date of enactment of the Higher Education Amendments of 1998.

`(2) CONSTRUCTION- Nothing in this subsection shall be construed to require a State to gather information that is not in the possession of the State or the teacher preparation programs in the State, or readily available to the State or teacher preparation programs.

`(d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION-

`(1) REPORT CARD- The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (9) of subsection (b). Such report shall identify States for which eligible States and eligible partnerships received a grant under this title. Such report shall be so provided, published and made available not later than 2 years 6 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter.

`(2) REPORT TO CONGRESS- The Secretary shall report to Congress--

`(A) a comparison of States' efforts to improve teaching quality; and

`(B) regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.

`(3) SPECIAL RULE- In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

`(e) COORDINATION- The Secretary, to the extent practicable, shall coordinate the information collected and published under this title among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.

`(f) INSTITUTIONAL REPORT CARDS ON THE QUALITY OF TEACHER PREPARATION-

`(1) REPORT CARD- Each institution of higher education that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act, not later than 18 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter, shall report to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established under subsection (a), the following information:

`(A) PASS RATE-

(i) For the most recent year for which the information is available, the pass rate of the institution's graduates on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of completing the program.

`(ii) A comparison of the program's pass rate with the average pass rate for programs in the State.

`(iii) In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect

to an average pass rate on State certification or licensure assessments taken over a 3-year period.

`(B) PROGRAM INFORMATION- The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the faculty-student ratio in supervised practice teaching.

`(C) STATEMENT- In States that approve or accredit teacher education programs, a statement of whether the institution's program is so approved or accredited.

`(D) DESIGNATION AS LOW-PERFORMING- Whether the program has been designated as low-performing by the State under section 208(a).

`(2) REQUIREMENT- The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates.

`(3) FINES- In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed \$25,000 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.

`SEC. 208. STATE FUNCTIONS.

`(a) STATE ASSESSMENT- In order to receive funds under this Act, a State, not later than 2 years after the date of enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).

`(b) TERMINATION OF ELIGIBILITY- Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State's approval or terminated the State's financial support due to the low performance of the institution's teacher preparation program based upon the State assessment described in subsection (a)--

`(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and

`(2) shall not be permitted to accept or enroll any student that receives aid under title IV of this Act in the institution's teacher preparation program.

`(c) NEGOTIATED RULEMAKING- If the Secretary develops any regulations implementing subsection (b)(2), the Secretary shall submit such proposed regulations to a negotiated rulemaking process, which shall include representatives of States, institutions of higher education, and educational and student organizations.

`SEC. 209. GENERAL PROVISIONS.

`(a) METHODS- In complying with sections 207 and 208, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting and that the reporting methods protect the privacy of individuals.

`(b) SPECIAL RULE- For each State in which there are no State certification or licensure assessments, or for States that do not set minimum performance levels on those assessments--

`(1) the Secretary shall, to the extent practicable, collect data comparable to the data required under this title from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and

`(2) notwithstanding any other provision of this title, the Secretary shall use such data to carry out requirements of this title related to assessments or pass rates.

`(c) LIMITATIONS-

`(1) FEDERAL CONTROL PROHIBITED- Nothing in this title shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to prohibit private, religious, or home schools from participation in programs or services under this title.

`(2) NO CHANGE IN STATE CONTROL ENCOURAGED OR REQUIRED- Nothing in this title shall be construed to encourage or require any change in a State's treatment of any private,

religious, or home school, whether or not a home school is treated as a private school or home school under State law.

`(3) NATIONAL SYSTEM OF TEACHER CERTIFICATION PROHIBITED- Nothing in this title shall be construed to permit, allow, encourage, or authorize the Secretary to establish or support any national system of teacher certification.

`SEC. 210. AUTHORIZATION OF APPROPRIATIONS.

`There are authorized to be appropriated to carry out this title \$300,000,000 for fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years, of which--

- `(1) 45 percent shall be available for each fiscal year to award grants under section 202;
- `(2) 45 percent shall be available for each fiscal year to award grants under section 203; and
- `(3) 10 percent shall be available for each fiscal year to award grants under section 204.'

Government Performance and Results Act (GPRA)

Teacher Quality Enhancement Grants

Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.

Relationship of Program to Volume 1, Department-wide Objectives: The three initiatives authorized under Title II support Objective 1.4 (A talented and dedicated teacher is in every classroom in America) by providing competitive grants to States for comprehensive teacher quality reforms; by providing competitive grants to partnerships of districts and institutions of higher education for fundamental improvements in teacher education; and by providing competitive grants to States and partnerships for new strategies for reducing shortages of qualified teachers in high-need areas.

FY 2000--\$98,000,000

FY 2001--\$98,000,000

OBJECTIVE 1: IMPROVE THE SKILLS AND KNOWLEDGE OF NEW TEACHERS BY FUNDING THE DEVELOPMENT OF STATE POLICIES THAT STRENGTHEN INITIAL LICENSING STANDARDS AND THE DEVELOPMENT OF STATE OR LOCAL POLICIES/PROGRAMS THAT REDUCE THE NUMBER OF UNCERTIFIED TEACHERS.

Indicator 1.1 Certification rate. State, Recruitment and Partnership Grantees: The percentages of new and current teachers, who meet their state's teacher certification requirements, including passing content knowledge and competency tests, will increase each year.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: No 1999 data. Unable to judge. Explanation: This is a new program so performance data are not yet available.	Sources: State Report Card on the Quality of Teacher Preparation (Sec. 207). <i>Frequency:</i> Annually <i>Next Update:</i> 2001 Annual Program Performance Reports <i>Frequency:</i> Annually <i>Next Update:</i> 2002 National Evaluation <i>Frequency:</i> One update <i>Next Update:</i> 2003 Validation Procedures: Evaluation data collection will be verified by: on-site monitoring and review; and survey and analyses performed by an experienced data collection agency with internal review procedures. Limitations of Data and Planned Improvements: Annual Program Performance Reports will contain self-reported data from grantees; State Report Card will contain self-reported data from states.
1999:	This is a new program for 1999	New Program		
2000:		New Program		
2001:		New Program		

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EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES

What are the Empowerment Zones and Enterprise Communities, and where are they located?

The Empowerment Zone and Enterprise Community program is a critical element of the Nation's community revitalization strategy. The program is the first step in rebuilding communities in America's poverty-stricken inner cities and rural heartlands. It is designed to empower people and communities by inspiring Americans to work together to create jobs and opportunity.

In 1995, the Departments of Agriculture (USDA) and Housing and Urban Development (HUD) designated a number of Empowerment Zones and Enterprise Communities based on locally-developed strategic plans that comprehensively address how the community will link economic development with education and training, as well as how community development, public safety, human services, and environmental initiatives together will support sustainable communities. Designated areas receive Federal grant funds and substantial tax benefits and have access to other Federal programs.

The Department of Education is supporting the Empowerment Zone and the Enterprise Community initiative in a variety of ways. For example, it is encouraging zones to use funds they already receive from Department programs (including Title I of the Elementary and Secondary Education Act, the Safe and Drug-Free Schools and Communities Act, the Adult Education Act, and the Carl D. Perkins Vocational and Applied Technology Education Act) to support the comprehensive vision of their strategic plans. In addition, the Department of Education is giving preferences to Empowerment Zones and Enterprise Communities in a number of discretionary grant programs that are well suited for inclusion in a comprehensive approach to economic and community development.

The currently designated Empowerment Zones and Enterprise Communities are the communities located within the cities and counties listed below. Please check the following websites for the most updated information: www.ezec.gov.

*CURRENTLY DESIGNATED
EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES*

(*denotes rural designee)

Rural and Urban Empowerment Zones (EZ)

CALIFORNIA:	Los Angeles; Santa Ana
CONNECTICUT:	New Haven
FLORIDA:	Miami-Dade County
GEORGIA:	Atlanta
ILLINOIS:	Chicago
INDIANA:	Gary/East Chicago
ILLINOIS:	Hammond
ILLINOIS/MISSOURI:	East St. Louis/St. Louis
KENTUCKY:	Kentucky Highlands*
MARYLAND:	Baltimore
MASSACHUSETTS:	Boston
MICHIGAN:	Detroit
MINNESOTA:	Minneapolis
MISSISSIPPI:	Mississippi Delta*
MISSOURI:	Kansas City
MISSOURI/ILLINOIS:	St. Louis/East St. Louis
NEW JERSEY:	Cumberland County
NEW JERSEY/PENNSYLVANIA:	Camden/Philadelphia
NEW YORK:	New York/Bronx County
OHIO:	Cincinnati; Cleveland; Columbus
OHIO/WEST VIRGINIA:	Huntington/Ironton
PENNSYLVANIA/NEW JERSEY:	Philadelphia/Camden
SOUTH CAROLINA:	Columbia/Sumter
SOUTH DAKOTA:	Ogala Sioux-Pine Ridge*
TENNESSEE:	Knoxville
TEXAS:	El Paso; Rio Grande Valley*; Houston
WEST VIRGINIA/OHIO:	Ironton/Huntington
VIRGINIA:	Norfolk/Portsmouth

Rural and Urban Enhanced Enterprise Communities (Enhanced EC)

CALIFORNIA:	Oakland
KANSAS/MISSOURI:	Kansas City, KS/Kansas City, MO
MASSACHUSETTS:	Boston
MISSOURI/KANSAS:	Kansas City, MO/Kansas City, KS
TEXAS:	Houston

Rural and Urban Enterprise Communities (EC)

ALABAMA:	Birmingham; Chambers County*; Green & Sumter County*
ARIZONA:	Arizona Border Region*; Phoenix
ARKANSAS:	East Central Arkansas*; Little Rock; Mississippi County*
CALIFORNIA:	Imperial County*; Los Angeles; San Diego; San Francisco; City of Watsonville/County of Santa Cruz*
COLORADO:	Denver
CONNECTICUT:	Bridgeport; New Haven
DISTRICT OF COLUMBIA:	Washington, DC
DELAWARE:	Wilmington
FLORIDA:	Dade County; Jackson County*; Tampa
GEORGIA:	Albany; Central Savannah River*; Crisp/Dooly County*
IOWA:	Des Moines
ILLINOIS:	East St. Louis; Springfield
INDIANA:	Austin*; Indianapolis
KENTUCKY:	Louisville; Scott/McCreary Area*
LOUISIANA:	Macon Ridge*; New Orleans; Northeast Louisiana Delta*; Ouachita Parish
MASSACHUSETTS:	Lowell; Springfield
MICHIGAN:	Flint; Lake County*; Muskegon
MINNESOTA:	Minneapolis; St. Paul
MISSISSIPPI:	Jackson; North Delta Mississippi*
MISSOURI:	City of East Prairie*; Mississippi County*; St. Louis
NEBRASKA:	Omaha
NEW JERSEY:	Newark
NEW HAMPSHIRE:	Manchester
NEW MEXICO:	Albuquerque; La Jicarita*

NEVADA:	Clarke County; Las Vegas/N. Las Vegas
NEW YORK:	Albany-Troy; Buffalo; Newburgh; Rochester; Schenectady
NORTH CAROLINA:	Charlotte; Halifax/Edgecombe/Wilson Alliance*; Robeson County*
OHIO:	Akron; Columbus
OKLAHOMA:	Oklahoma City; Southeast Oklahoma*
OREGON:	Josephine County*; Portland
PENNSYLVANIA:	Harrisburg; Pittsburgh
RHODE ISLAND:	Providence
SOUTH CAROLINA:	Charleston; Williamsburg-Lake City*
SOUTH DAKOTA:	Beadle & Spink Counties*
TENNESSEE:	Fayette County/Haywood County*; Memphis; Nashville-Davidson; Scott/McCreary Area*
TEXAS:	Dallas; El Paso; San Antonio; Waco
UTAH:	Ogden
VERMONT:	Burlington
VIRGINIA:	Accomack & Northampton County*; Norfolk
WASHINGTON:	Seattle; Tacoma
WEST VIRGINIA:	Central Appalachia*; Huntington; McDowell County*
WISCONSIN:	Milwaukee; Northwoods Nijii*

GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date call:

U.S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page <http://www.ed.gov>

OCFO Web Page Internet <http://www.ed.gov/offices/OCFO/gcsindex.html>..